Personal Development Progression: Term 5

2026–27 · Knowledge, Skills & Vocabulary | Year 3 to Year 6

How to use this progression

- The progression is organised as a Year 3 to Year 6 sequence.
- Knowledge shows what pupils are expected to know; Skills show what pupils are expected to do with that knowledge; Vocabulary shows the language introduced and revisited.
- Across the curriculum, progression generally moves from naming/recognising in Year 3, through describing/explaining and applying, towards greater independence, reflection and responsible decision-making in Year 6.

Key: statements marked ◆ **Derived progression** were written to fill gaps in the original term plan. Statements marked ◆ **Statutory addition** or ◆ **Statutory amendment** were added or changed in October 2026 so that the curriculum meets the DfE statutory guidance in force from 1 September 2026. The Personal Development lead must sign off every marked statement before the markers are removed.

Drug & Alcohol Awareness

Focus: Understanding the differences between legal and illegal substances, their effects and risks, and where to seek support.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	Taught in Years 5 and 6.	Taught in Years 5 and 6.	• ◆ **Statutory amendment:** I know the difference between legal and illegal substances, including smoking, vaping, alcohol and drugs, and the risks of using them. • I know how drugs, alcohol, and other substances can affect the body and mind. • I know that there are laws about some drugs and that some substances are illegal. • I know where to get help if I or someone I know is worried about substance use. • ◆ **Statutory addition:** I know that vapes contain nicotine, which is addictive, and that it is illegal to sell vapes to anyone under 18.	• ◆ **Statutory amendment:** I know the difference between legal and illegal substances, including smoking, vaping, alcohol and drugs, and the risks of using them. • I know how drugs, alcohol, and other substances can affect the body and mind. • I know that there are laws about some drugs and that some substances are illegal. • I know where to get help if I or someone I know is worried about substance use. • ◆ **Statutory addition:** I know that vapes contain nicotine, which is addictive, and that it is illegal to sell vapes to anyone under 18.
Skills	Taught in Years 5 and 6.	Taught in Years 5 and 6.	• I can make safe choices and explain why some substances are harmful. • I can recognise how substances might change feelings or behaviour. • I can follow the law and understand why it exists to keep people safe. • I can ask for support from trusted adults or organisations if needed.	• I can make safe choices and explain why some substances are harmful. • I can recognise how substances might change feelings or behaviour. • I can follow the law and understand why it exists to keep people safe. • I can ask for support from trusted adults or organisations if needed.
Vocabulary	Taught in Years 5 and 6.	Taught in Years 5 and 6.	Substance, Legal, Illegal, Habit, Risk, Support, Vaping, Nicotine	Substance, Legal, Illegal, Habit, Risk, Support, Vaping, Nicotine

Body Confident and Changing Me (Health education: puberty)

Focus: Building confidence, understanding body changes and puberty, and developing informed independence.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• ◆ **Statutory amendment:** I know the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples, and that these parts of the body are private. • I know that everyone is unique and has their own personal qualities.	• I know where to get information, help, and advice about growing and changing, especially about puberty. • I know some physical and emotional changes happen as children grow • ◆ **Statutory addition:** I know what periods (menstruation) are, that they are a natural part of growing up, and that they can start from about age 8.	• I know key facts about puberty, including physical and emotional changes from about age 9 to 11. • I know that hygiene routines change during puberty and why it's important to keep clean. • I know about menstrual wellbeing and the key facts of the menstrual cycle.	• I know about the physical and emotional changes during puberty, including erections, wet dreams, menstruation, and menstrual wellbeing. • I know about new opportunities and responsibilities that come with increasing independence.
Skills	• I can name the main body parts correctly. • I can talk about my personal qualities and what makes me unique.	• I can ask for help or information about changes in my body. • I can recognise and describe some changes that happen as I grow. • ◆ **Statutory addition:** I can explain what a period is and where to get help and period products in school.	• I can recognise and manage physical and emotional changes during puberty. • I can maintain good personal hygiene as my body changes. • I can understand and explain basic facts about menstruation and wellbeing.	• I can explain the changes that happen during puberty. • I can take responsibility for myself and make informed choices as I become more independent.
Vocabulary	Growth, Unique, Personal qualities, Hygiene, Friendships, Feelings	Puberty, Changes, Body, Emotions, Independence, Hygiene routines, Periods, Menstruation	Menstruation, Erections, Wet dreams, Reproduction, Personal hygiene, Respect	Reproductive organs, Menstrual wellbeing, Responsibilities, Independence, Emotional changes

Sex Education: How Babies Are Made (Year 6)

Focus: How babies are conceived and born, building on the science national curriculum. This is sex education: parents may withdraw their child and the Headteacher must grant the request. Taught after Body Confident and Changing Me.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	Taught in Year 6 only.	Taught in Year 6 only.	Taught in Year 6 only.	• I know about human reproduction, conception and birth, building on what I learn in science. • I know how parents and carers look after a new baby.
Skills	Taught in Year 6 only.	Taught in Year 6 only.	Taught in Year 6 only.	• I can describe how babies are conceived, born and cared for.
Vocabulary	Taught in Year 6 only.	Taught in Year 6 only.	Taught in Year 6 only.	Reproduction, Conception, Pregnancy, Birth, Caring for a baby

Physical Health and Prevention

Focus: Taking responsibility for physical health through activity, prevention, hygiene, healthy habits and seeking help.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know that regular physical activity helps my body stay healthy and strong, and improves my mental wellbeing. • I know that being inactive can increase the risk of health problems, including obesity. • I know the people who can help me stay healthy, such as teachers, doctors, and other health professionals. • ◆ **Statutory addition:** I know that getting enough good-quality sleep helps my body and mind.	• I know that being active helps my body and mind stay healthy. • I know how to take care of my teeth and why visiting the dentist is important. • I know how brushing and flossing correctly support oral hygiene, and how diet affects dental health.	• I know that being active has mental and physical health benefits. • I know that medicines and vaccinations help keep people healthy and prevent disease. • I know that germs can spread illness and hygiene routines help stop this.	• I know what a balanced, healthy lifestyle looks like and how habits affect it. • I know that regular exercise keeps my body and mind healthy and that being inactive can be risky. • I know how to spot early signs of illness and when to take breaks from screens.
Skills	• I can take part in daily physical activities to stay healthy and active. • I can recognise the risks of being inactive and make choices to avoid them. • I can ask for help or advice from trusted adults to keep my body and mind healthy. • ◆ **Statutory addition:** I can describe a healthy bedtime routine.	• I can take part in daily activities to keep my body and mind healthy. • I can brush and floss my teeth correctly and visit the dentist regularly. • I can make healthy food choices that support my dental health	• I can be active every day to support my health and wellbeing. • I can use medicines correctly and follow instructions to stay safe. • I can wash my hands and follow hygiene routines to prevent germs spreading.	• I can make healthy choices and develop good habits to support my lifestyle. • I can take part in regular exercise and be active every day. • I can notice changes in my body or health and ask for help if needed.
Vocabulary	Exercise, Active, Inactive, Obesity, Health professional, Wellbeing, Sleep	Active, Lifestyle, Teeth, Dentist, Hygiene, Nutrition	Exercise, Lifestyle, Medicine, Vaccination, Allergy, Safety	Balanced, Habits, Exercise, Health, Illness, Rest

Healthy Eating

Focus: Understanding balanced nutrition and making informed food choices that support health and wellbeing.

Area	Year 3	Year 4	Year 5	Year 6
Knowledge	• I know which foods help to keep my body healthy and why they are important. • I know what makes a healthy, balanced diet and how to plan a healthy meal. • I know that eating too much sugar can harm my health, including causing tooth decay. • I know that not eating a healthy diet can lead to problems such as obesity and poor wellbeing.	• I know which foods support good health and why they are important for my body. • I know that eating too much sugar can lead to health problems, including tooth decay. • I know what makes a healthy, balanced diet and how to plan a healthy meal. • I know that not eating a healthy diet can affect my health and wellbeing, including increasing the risk of obesity and poor dental health.	• I know how different food groups (carbohydrates, protein, fats, vitamins and minerals) help my body function properly. • I know how to reduce sugar in my diet and explain the long-term risks of consuming too much. • I know how to plan balanced meals that meet nutritional needs for health and energy. • I know how diet links to physical health, mental wellbeing and long-term disease risk.	• I know the characteristics of a poor diet, such as eating too much sugar, fat and processed food, and not enough fruit and vegetables. • I know that unhealthy eating can lead to health problems including obesity and tooth decay. • I know that food choices affect both my physical health and my overall wellbeing. • I know that other behaviours, such as drinking alcohol, can negatively affect diet and long-term health.
Skills	• I can explain which foods help to keep my body healthy and why they are important. • I can describe what makes a healthy, balanced diet and plan a healthy meal. • I can explain how eating too much sugar can harm my health, including causing tooth decay. • I can explain how not eating a healthy diet can lead to problems such as obesity and poor wellbeing.	• I can explain which foods support good health and why they are important for my body. • I can describe how eating too much sugar can lead to health problems, including tooth decay. • I can identify what makes a healthy, balanced diet and plan a healthy meal. • I can explain how not eating a healthy diet can affect my health and wellbeing, including increasing the risk of obesity and poor dental health.	• I can explain how different food groups (carbohydrates, protein, fats, vitamins and minerals) help my body function properly. • I can describe ways to reduce sugar in my diet and explain the long-term risks of consuming too much. • I can plan balanced meals that meet nutritional needs for health and energy. • I can explain how diet links to physical health, mental wellbeing and long-term disease risk.	• I can describe the characteristics of a poor diet, such as eating too much sugar, fat, processed foods, and not enough fruit and vegetables. • I can explain how unhealthy eating can lead to health problems, including obesity and tooth decay. • I can explain how my food choices affect both my physical health and overall wellbeing. • I can explain how other behaviours, such as drinking alcohol, can negatively affect my diet and long-term health.
Vocabulary	Healthy, Sugar, Balanced diet, Fruit, Vegetables, Teeth	Nutrition, Obesity, Wellbeing, Protein, Carbohydrates, Fats	Vitamins, Minerals, Processed food, Dietary choices, Energy, Hydration	Poor diet, Tooth decay, Alcohol, Health risk, Long-term effects, Nutritionally rich