

Swimming and water safety in the national curriculum

Delivering the lesson

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The information in this resource will help teachers, lesson providers and anyone supporting the delivery of school swimming and water safety lessons.

Aims of this resource:

- To provide an overview of Physical Literacy development.
- To provide greater knowledge of how pupils develop basic movement and sports skills – and why this is so important.
- Help you understand how the body moves in water.
- Explain the core teaching standards for delivering school swimming and water safety.
- Give you guidance on Key Stage 1 and 2 learning objectives.
- Greater detail on what should happen during a pool-based lesson.
- An overview of the Swim England School Swimming and Water Safety Charter and the national curriculum outcomes.

Physical Literacy

To create a nation of active and healthy swimmers, all pupils must be given a solid foundation in basic movement, sport and aquatic skills to build on later in life, this foundation is called 'Physical Literacy'.

Research shows that without the inclusion and development of fundamental movement literacy skills, many children and young people withdraw from physical activity and sport and turn to more inactive and/or unhealthy choices during their leisure time.

Getting off to the right start

Physical Literacy is the development of basic movement and sports skills that allow a child to move competently and confidently and with control in a wide range of physical activities. Developing Physical Literacy also means pupils have increased awareness of what is going on in an activity setting - and have the ability to react appropriately.

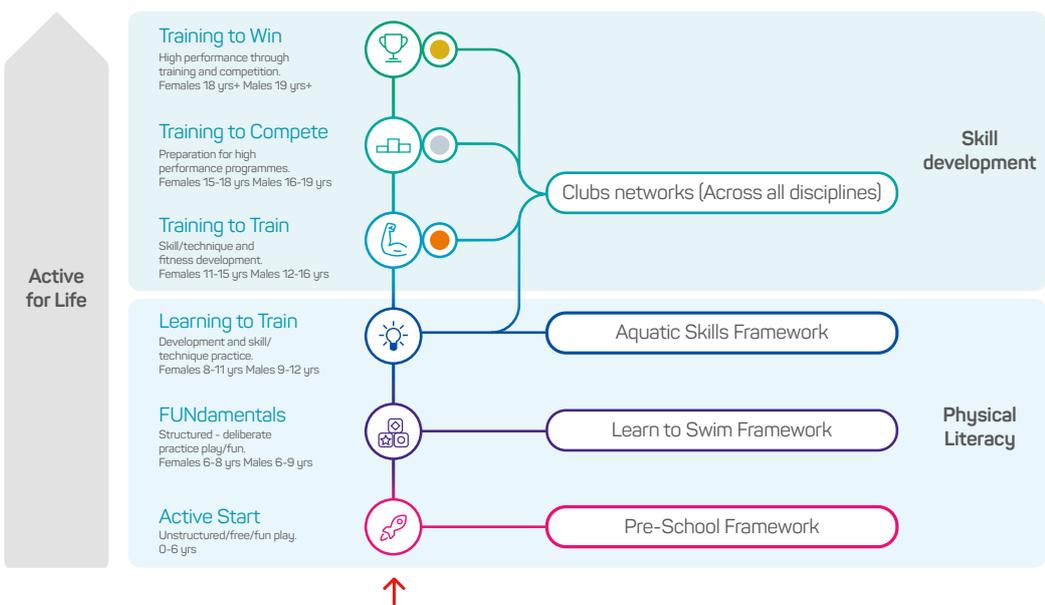
Aquatic Physical Literacy

"Aquatic Physical Literacy" is the development of water based fundamental movement skills. Taking part in a combination of swimming and other sports enables a child to develop skills in a wide range of physical activities. It also refers to a pupil's understanding of the pool environment.

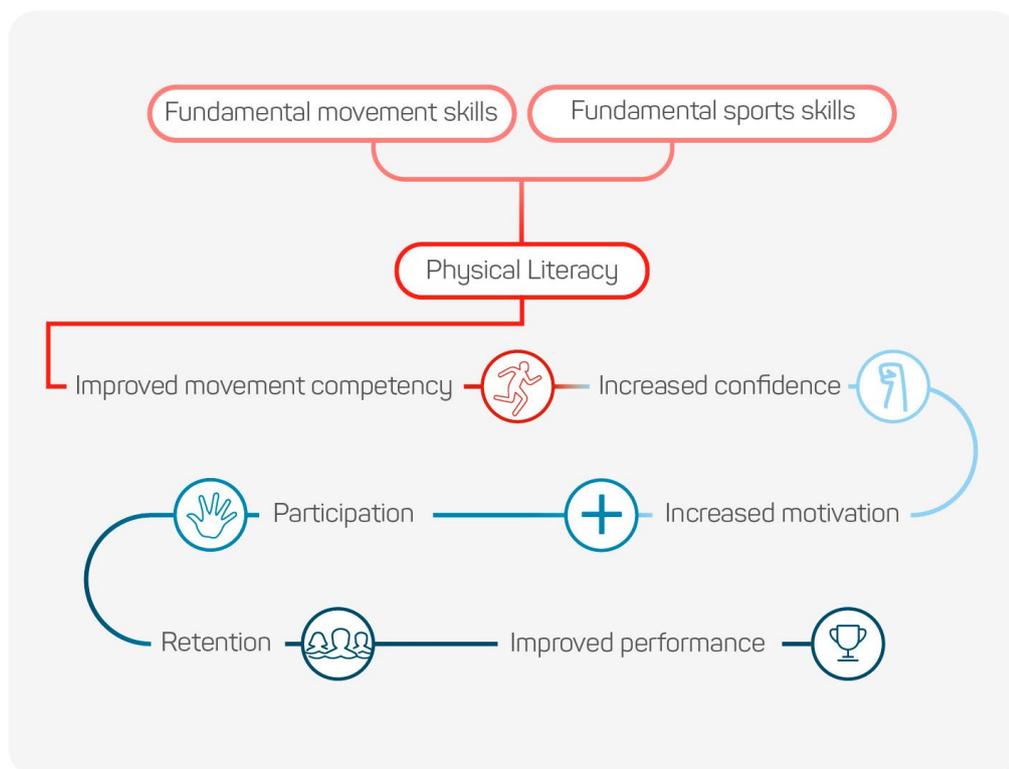
Achieving Aquatic Physical Literacy gives children the skills they require to confidently and safely enjoy water based physical activities for health, fun, enjoyment and for potential swimming performance achievements.

Physical Literacy is a key factor of the Athlete Development Support Pathway (ADSP):

Athlete Development Support Pathway



Physical Literacy and Participation Development



Most teachers will be working with pupils in the fundamental movement skills, and fundamental sport skills stages of development.

These stages should be structured and fun with an emphasis on developing basic movement literacy and fundamental movement skills such as:

- ABCs (agility, balance, co-ordination, speed)
- RJT (running, jumping, throwing)
- KGBS (kinaesthetics, gliding, buoyancy, striking with the body)
- CPKS (catching, passing, kicking, striking with an implement)

The fundamental movement skills and fundamental sports skills specific stage should continue to develop both basic and more advanced physical literacy, whilst applying and developing a broader range of sports specific skills.

Developing skills

Teachers need to be aware of the stage of learning their pupils are working at in order to deliver specific, relevant and effective teaching. Each stage of learning has individual characteristics, and teachers need to use specific strategies to produce skill improvement.

Beginner stage

- Parts of the skill are missing.
- Some parts of the skill are exaggerated.
- Co-ordination of movement is poor.
- Poor decision making ability.

The teacher should:

- Give participants opportunities to explore and experiment for themselves.
- Delay feedback to allow experimentation and self-learning.
- Include a wide variety of floatation equipment.
- Ensure some time every lesson is spent swimming without floatation equipment.
- Give praise for effort as well as achievement

Intermediate stage

- Movement is better controlled compared to the beginner stage.
- Some parts of the skill are restricted or exaggerated.
- Overall results are getting nearer to competency.
- Swimmers need clear and constructive feedback at this stage to avoid developing bad habits – once inefficient motor patterns have become established they are very difficult to change.

The teacher should:

- Teach one component of the skill at a time, adding new components as and when the swimmer is ready.
- Use a games based approach to develop skills.
- Focus on building confidence and safety.
- If a participant learns a new skill, don't move on, reinforce it.

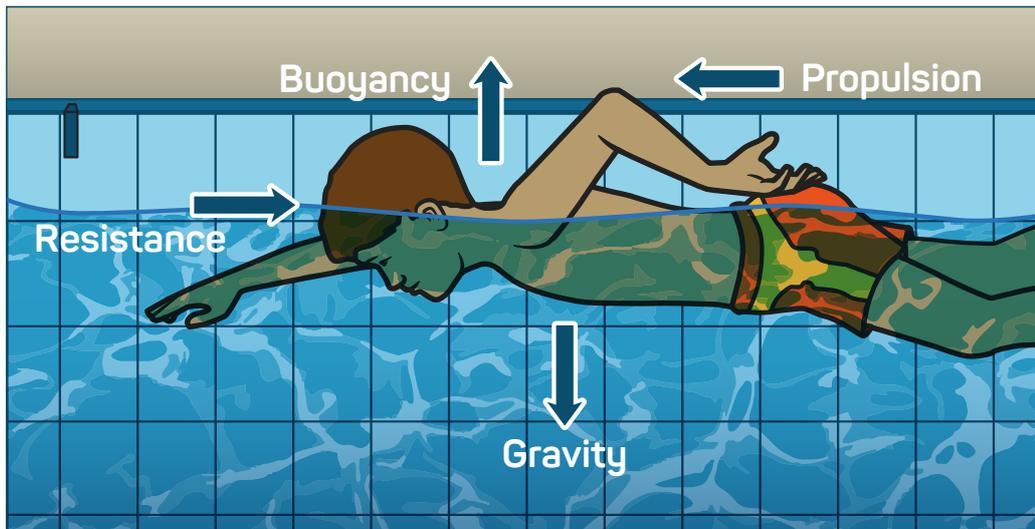
Advanced stage

- Mechanically efficient and co-ordinated movements.
- Automatic performance (participants don't need to think).
- Participant can think tactically and make good decisions under pressure.
- Confident and purposeful movements.
- All components of the skill are correctly performed.

The teacher should:

- Set challenges and encourage problem solving.
- Plan activities that represent the pressures and demands of intense competition.
- Encourage the participant to analyse own performance.
- Use a variety of skill analysis methods such as video analysis and extensive questioning.
- Ensure activities are fun and varied.

The Water Principle



The principles of movement in the water

A basic understanding of how the body moves in water is essential for teachers to plan effective activities for their swimmers.

Buoyancy and gravity

Buoyancy is 'the power of a fluid to exert an upward force on a body placed in it' and gravity is 'the force that attracts objects towards the earth.'

Resistance

Water creates more resistance to a person than air does. Swimmers should acquire a good streamlined position early to minimise resistance when swimming.

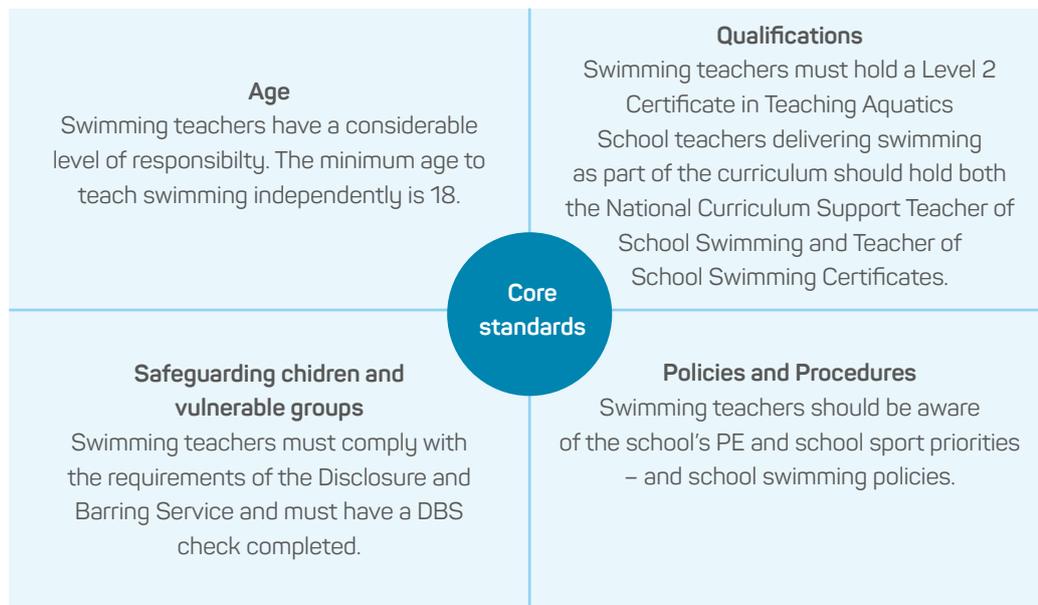
Propulsion

This is the force that drives the swimmer forwards, it is generated by all parts of the swimmer's body. The body will move forward in the water when propulsion is greater than resistance.

The teacher

The teacher's role is to ensure that pupils make progress and achieve their potential in every area of the curriculum. We strongly advise that anybody leading a physical education lesson, which includes swimming and water safety, meets these core standards.

Core standards of delivering a national curriculum school swimming and water safety lesson



Planning the swimming curriculum

When planning the programme of study for swimming, it is essential to have a sound knowledge of what the pupils can and cannot achieve, what their needs are and the school swimming targets. The person responsible for developing the swimming and water safety curriculum should also be aware of what activity pupils have done in the past and, specifically in the case of swimming, what they do outside of school. This should ideally be discussed between school staff, lesson providers and swimming teachers.

There are three stages to planning:

Long term	Plotting the scheme of work over a school year or a key stage. Normally undertaken by the PE or swimming coordinator, working from the programme of study and the targets set.
Medium term	This includes units of work that cover periods of half terms or full terms. As with long-term planning, the PE or swimming coordinator is normally responsible for this stage of planning.
Short term	This involves planning for individual lessons on the basis of the medium term and long term plan. This should ideally be discussed between school staff, lesson providers and swimming teachers..

Key Stage 1 - learning objectives

Long term objectives	Medium term objectives	Short term objectives
Mastering basic fundamental movement literacy skills		
Master basic movements such as running, jumping, throwing, and catching.	Enter the water safely and confidently.	Enter the water by steps, ladders or swivel entry – and explain how these skills relate to safe self-rescue.
Become competent and confident in the water.	Help each other to travel in different directions.	Move in different directions around the pool, e.g. walking, running, hopping and skipping Submerge to pool floor and blow bubbles.
Access a broad range of opportunities to improve agility, balance and co-ordination.	Fully submerge, develop aquatic breathing and ability to open eyes confidently underwater.	Float on the front and back and explain how these skills relate to safe self-rescue.
Engage in competitive and co-operative activities and team games in challenging situations.	Swim short distances without stopping to touch the ground.	Experiment with arm and leg movements to travel around the pool.
	Use arms to pull and push the water and use legs for a variety of kicking actions.	Introduce front crawl, backstroke, breaststroke and butterfly leg kick.
	Explore and use skills, actions and ideas individually and in a combination.	Experiment with different floatation skills and link them together.
Applying fundamental movement literacy skills to a variety of tasks		
Choose and use the appropriate skills for different swimming tasks.	Feel how the water supports their body.	Talking about what their body feels like in water and describe how it feels different when moving in the same way in water and on land.
Use a variety of arm and leg actions to propel themselves through the water.	Use their arms help to stay upright and balanced.	Using different arm and leg actions to propel themselves through the water.
Develop balance and co-ordination in arm and leg actions.	Use different types of leg kicking action to help them move.	Gradually coordinating these actions, so they remain balanced and in control of their bodies.
Develop an understanding of buoyancy and propulsion.	Listen to other ideas on ways to travel in the water, and their ideas on what challenges to set themselves.	Stretching out and keeping afloat, using a number of body shapes – and explain how these skills relate to safe self-rescue.
	Discuss ways of putting simple skills together to make movement patterns.	Using simple skills learnt to make a dance sequence.

Long term objectives	Medium term objectives	Short term objectives
Engaging in competitive and co-operative physical activities		
Participate in competitive games and activities Participate in co-operative games and activities.	Develop simple tactics for attacking and defending in team games such as mini-polo. Discuss and develop rules for team games and activities.	Take part in mini-polo! Take part in tag games. Push and glide on front and back.
		Describe the outcome of team games and activity.
		Describe the rules of a game or activity.

Key Stage 1 and 2 - learning objectives

Long term objectives	Medium term objectives	Short term objectives
Developing a broader range of aquatic skills		
Swim competently, confidently and proficiently over a distance of at least 25 metres unassisted.	Discuss how using arms and legs effectively propels the body through water.	Demonstrate a streamlined body position on the front and back.
Swim front crawl, backstroke and breaststroke to show effective propulsion.	Explore what types of strokes can be used on top of or underneath the water.	Use a variety of safe self-rescue skills including surface dives, HELP and huddle positions and survival stroke.
Perform a safe self-rescue in different water based situations.	Perform a combination of strokes, swimming actions and skills.	Scull and tread water with a variety of actions Retrieve an object from the pool floor.
	Swim front crawl, backstroke and breaststroke to show coordinated arm and leg actions.	Develop the strokes to show competence.
	Show controlled use of aquatic breathing.	Develop a regular breathing pattern when performing different skills and strokes.
Combining aquatic skills to perform more complex actions and sequences		
Choose, use and adapt skills for a range of swimming tasks.	Swim a set distance with and without floatation equipment and on front and back.	Discuss the demands of different challenges and choose safe and efficient ways to complete challenges successfully.
Choose, use and adapt skills for a range of self-rescue tasks.	Discuss the dangers posed by water at local and national locations and discuss how to act in different emergencies.	Work in groups or pairs to combine skills learnt to perform a safe self-rescue scenario.
Swim for a prolonged period of time e.g. five minutes maintaining good technique across a range of strokes.	Pace distance swims correctly to maintain consistent speed.	Use pace clock to time appropriate rest intervals.
	Meet set targets relating to distance and time, choosing an appropriate stroke and speed.	Work in groups to perform relays, and discuss the best strokes to use in order to meet set goals.
	Combine skills to perform a synchronised swimming routine.	Work in groups or pairs to combine skills learnt to compose an artistic swimming sequence.

Long term objectives	Medium term objectives	Short term objectives
Working together, communicating and competing		
Participate fully in competitive games and activities.	Discuss strategies for defending and attacking.	Take part in water polo. Take part in relays.
Develop a strong team mentality.	Discuss and develop team orders and include and encourage all team members.	Take part in artistic swimming sequences.
Show good sportsmanship and demonstrate fair play.	Develop a points system. Develop and set rules that are fair and consistent.	Take part in competitive activities and encourage team mates to perform to their best ability.
Evaluating strengths and weaknesses		
Identify strengths and weaknesses of own performance.	Use a range of vocabulary specific to swimming.	Develop an understanding of a variety of words related to aquatics e.g. aquatic breathing, propulsion, buoyancy, streamlining.
Suggest specific practices to improve own performance.	Correctly identify points of good and bad technique. Understand the use of repetition and drills.	Discuss what makes a 'good' swimming stroke. Set own goals for that lesson.
		Work in pairs and small groups to observe and describe the swimming actions of others.

Fitness and health

Pupils should have an understanding of fitness and health and know that taking part in sport is fun and good for them. Pupils should be able to describe the short term effects that exercise has on their body, and how it reacts to different types of activity. This can be done by asking the pupils to describe how their bodies feel when they are swimming – what happens to their breathing? How the temperature of the water makes them feel?

Equipment

There are many types of equipment available for use in swimming which can help develop a pupil's skills and confidence in the water. These include noodles, floats, egg flips, floating toys, sinkers, floating hoops, discs, and armbands.

Pool organisation

Good organisation is an integral feature of a high quality swimming lesson. To take full advantage of the water space available pupils should be grouped by ability and have their swimming ability assessed prior to the first lesson. The organisation of the pool must reflect the needs of the whole class. The most able swimmers have as much right to a lesson that is stimulating and challenging as those who are in the early stages of learning. All activities must also take into account pool design and water depth.

Positioning of teacher on poolside

Careful consideration must always be given to the most appropriate position for the teacher on poolside to ensure a safe environment, ease of delivery and easy observation of any demonstration by the teacher. Teachers must give thought to the dimensions of the space in which they are working and how it can be utilised for the benefit of all pupils.

Effective organisation of groups

The size, depth and arrangement of the swimming pool will affect the way in which swimming lessons are organised. Teachers need to give careful consideration to the appropriateness of activities and the environment to ensure that pupils are grouped in a way that makes the best use of the time and space available.

Swimmers should not be regularly observing from poolside and should be encouraged to work in pairs or groups where possible. Walking around on poolside once the lesson is underway should also be avoided as this is time consuming and increases the risk of slipping.

Assessment

The initial assessment of all pupils should be undertaken as a group activity to build confidence, this can be carried out as a game e.g. Simon Says. Pupils need ongoing assessment to monitor their achievements throughout the course of lessons. One final assessment at the end of the course alone does not give the pupil the best opportunity to demonstrate their acquisition of skills. Some pupils may not perform as well in a pressured environment and assessing in this way can be an ineffective use of pool time.

Pupils' achievements should be recorded against the national curriculum outcomes. Teachers should keep in mind the expectation is that pupils must swim a MINIMUM of 25 metres unassisted with ease, to reach one of the Key Stage 2 targets. This means they must finish the distance as strongly as they started. Pupils should also be able to use a range of strokes effectively and have the knowledge and skills to perform safe self-rescue skills.

Assessments should be carried out by the teacher who normally conducts the swimming lesson and assessment records reported to the head teacher or PE lead as per all other areas of the curriculum. The school's method for reporting to parents is at the discretion of the school, but where pupils have not met the minimum national curriculum standard in swimming, parents should be informed and provided with details on how to further develop their child's skills.

The Swim England School Swimming and Water Safety Charter

To help schools meet the outcomes and expectations of the PE national curriculum, we developed the Swim England School Swimming and Water Safety Charter. Following the Charter will help teachers to deliver an effective school swimming programme which meets the curriculum standards for swimming and water safety, enabling pupils to:

- Perform safe self-rescue in different water based situations.
- Swim competently, confidently and proficiently over a minimum distance of 25 metres.
- Use a range of strokes effectively (such as front crawl, backstroke and breaststroke).

School Swimming and Water Safety Awards (core awards)

There are six progressive Awards in the Charter, each one with specific assessment criteria. Our School Swimming and Water Safety Awards 1-6 focus on developing core aquatic skills, effective stroke technique and basic water safety and self-rescue.



In addition, pupils can progress onto the Aquatic Skills Award and the Self Rescue Award to achieve their statutory Key Stage 2 attainment level. For the Self Rescue Award, pupils must complete the outcomes without floatation equipment – unless equipment is being used to simulate aids in different rescue situations.



Supporting resources

As well as certificates (available to download from the online resource hub for Charter members) there is also the school swimming passport (also known as progress card or sticker book) and stickers, which pupils can be given when they achieve their Awards.

After achieving all eight of the School Swimming and Water Safety Awards and filling their passport with stickers, pupils can be given the Star Achiever pin badge as a special recognition of their achievements.

Schools receive these resources as part of a physical resource pack that is sent out to them when they sign up to the Charter.



School Swimming and Water Safety Award outcomes

School Swimming and Water Safety Award 1 outcomes

Pupils can complete these outcomes with or without floatation equipment or support:

1. Enter the water safely.
2. Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor.
3. Scoop the water and wash face, be comfortable with water showered from overhead.
4. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.
5. Take part in a movement game.
6. Give examples of two pool rules.
7. Recognise and identify the purpose of beach flags.
8. Exit the water safely.

School Swimming and Water Safety Award 2 outcomes

Pupils can complete these outcomes with or without floatation equipment:

1. Enter the water safely.
2. Move from a horizontal floating position on the front and return to standing.
3. Move from a horizontal floating position on the back and return to standing.
4. Push and glide on the front in a horizontal position, to or from the pool wall.
5. Push and glide on the back in a horizontal position from the pool wall.
6. Travel on the back for 5 metres.
7. Travel on the front for 5 metres.
8. Float on the back.
9. Know how to signal for help.
10. Exit the water safely.

School Swimming and Water Safety Award 3 outcomes

Pupils can complete these outcomes without floatation equipment or support:

1. Jump in from poolside and submerge (minimum depth of 1 metre).
2. Fully submerge to pick up an object.
3. Perform a tuck float and hold for five seconds.
4. Push from wall and glide on the front with arms extended.
5. Push from wall and glide on the back (optional with arms extended).
6. Perform a rotation from the front to the back, then return to standing.
7. Perform a rotation from the back to the front, then return to standing.
8. Identify an open water hazard near your home or school.
9. Exit the water safely.

School Swimming and Water Safety Award 4 outcomes

Pupils can complete these outcomes without floatation equipment or support:

1. Jump into the water, submerge, surface and swim back to the point of entry (minimum depth 1 metre).
2. Push and glide towards the pool floor with arms extended.
3. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface.
4. Push and glide on the front with arms extended and log roll onto the back.
5. Push and glide on the back with arms extended and log roll onto the front.
6. Travel 5 metres on the front, perform a tuck to rotate onto the back and return to the side.
7. Travel 10 metres on the front with feet off the pool floor.
8. Travel 10 metres on the back with feet off the pool floor.
9. Perform a 'shout and signal' rescue. Explain how you would get help.
10. Exit the water safely without using steps.

School Swimming and Water Safety Award 5 outcomes

Pupils can complete these outcomes without floatation equipment or support:

1. Jump into the water, submerge, surface and swim back to the point of entry (at least full reach depth).
2. Perform a horizontal stationary scull on the back.
3. Kick 10 metres backstroke.
4. Kick 10 metres front crawl.
5. Kick 10 metres butterfly or breaststroke on the front or on the back.
6. Travel on back and log roll 180 degrees in one continuous movement onto front.
7. Travel on front and log roll 180 degrees in one continuous movement onto back.
8. Swim 10 metres, choice of stroke is optional.
9. Give two examples of where it is safe to swim and why
10. Exit the water safely.

School Swimming and Water Safety Award 6 outcomes

Pupils can complete these outcomes without floatation equipment or support:

1. Perform three different shaped jumps into deep water (to include a straddle entry).
2. Perform a head first scull for 5 metres.
3. Two out of following three must be completed.
 - a. Swim 10 metres frontcrawl.
 - b. Swim 10 metres backstroke.
 - c. Swim 10 metres breaststroke.
4. Tread water for 30 seconds.
5. Perform a handstand or forward somersault, tucked in the water.
6. Swim 25 metres (choice of stroke optional).
7. Swim 10 metres wearing clothes – as a minimum T-shirt and shorts.
8. Exit deep water without the use of steps.

School Swimming and Water Safety Self Rescue Award outcomes

Pupils can complete these outcomes without floatation equipment (unless equipment is being used to simulate aids in different rescue situations), in clothing, and in the order listed without pause.

1. Enter the water using a fall in entry.
2. Float on the back or scull.
3. Tread water for 20 seconds with one arm in the air and shout for help.
4. Swim 15 metres on the front rotate and swim 15 metres on the back to a floating object.
5. Take up the Heat Escape Lessening Position (H.E.L.P.).
6. Swim 10 metres retaining a floating object.
7. Take up the Huddle position.
8. Swim using a long arm front paddle (survival stroke) to the side.
9. Climb out, from water of at least full reach depth without using the steps.
10. Discuss as a group when these skills might be used to self rescue in different water based situations.

School Swimming and Water Safety Aquatic Skills Award outcomes

Pupils can complete these outcomes without floatation equipment or support:

1. Enter the water safely.
2. Submerge to pick up an object from the bottom of the pool (full reach depth).
3. Swim 25 metres (choice of stroke is optional).
4. Swim 50 metres (choice of stroke/s may be used).
5. Participate in a game of mini-polo.
6. Discuss in your group the tactics and skills used and evaluate them.
7. Perform a movement sequence of one minute in a group of three or more, incorporating a number of different skills, for example: sculling, treading water, floating, rotations.
8. Exit the water safely.

School Swimming Foundation Awards

For those pupils with special educational needs, disabilities or other needs which mean they are unable or are finding it difficult to achieve the full national curriculum requirements, we have developed the School Swimming Foundation Awards.

There are six School Swimming Foundation Awards, each with a number of outcomes, which help pupils to progress in smaller steps and achieve personal goals, either with or without support or floatation equipment.

The Awards focus on the following:

- Acclimatisation to the pool environment.
- Water confidence and individual core aquatic skills.
- Moving and travelling around the pool, giving pupils a feel for recognisable strokes and offering them the opportunity to progress to front crawl, backstroke and breaststroke if they are able.
- Essential water safety.

The main aims of the School Swimming Foundation Awards are to:

- Ensure all pupils have access to the most essential swimming and water safety skills, whatever their ability.
- Provide reward and recognition to every pupil who participates in school swimming lessons.
- Keep all pupils motivated to continue with their school swimming lessons.
- Provide schools with a more comprehensive range of inclusive materials and guidance for pupils of different abilities.



School Swimming Foundation Awards outcomes

Foundation Award 1

Pupils can complete the following outcomes with floatation equipment and/or support.

To achieve this Award, eight of twelve outcomes must be completed.

1. Demonstrate familiarity with and respond to an object of reference, sound, or visual aid indicating a visit to the swimming pool.
2. Get changed calmly and appropriately with/without visual aids and/or adult support.
3. Hold a familiar adult's hand and move/walk safely and calmly to the poolside in response to an object of reference, sound, or visual aid.
4. Demonstrate familiarisation with the poolside (e.g. shallow end/deep end, showers, toilets, etc.).
5. Sit on seating/a chair on poolside, or stand calmly for short periods with reassurance from a familiar adult and/or by holding a favoured swim toy.
6. Sit on/by seating on poolside or stand calmly and begin to observe other pupils and familiar adults in the water with interest.
7. Sit calmly on poolside feeling the water and/or edge of pool.
8. Allow a familiar adult to sit alongside at the edge of the pool. Show interest when an adult demonstrates water activities (e.g. splashing with hands or feet, showering with a watering can, singing songs, etc.).
9. Begin to take part in activities at the edge of the pool with a familiar adult (e.g. splashing with hands or feet, showering the adult with a watering can, joining in with swim songs, etc.).
10. Sitting at the edge of the pool, be at ease with water showered over the hands, shoulders, back or tummy for extended periods.
11. Sitting at the edge of the pool, participate in an action song which includes splashing feet, washing face and showering water over the body.
12. Leave poolside calmly and safely with a familiar adult in response to an object of reference, sound, or visual aid.

Foundation Award 2

Pupils can complete the following outcomes with floatation equipment and/or support.

To achieve this Award, seven out of nine outcomes must be completed.

1. Enter the water safely with floatation equipment and/or physical support from a familiar adult.
2. Holding on to the wall or an adult's hands, begin to move/be moved around the pool.
3. With feet on the pool floor or whilst floating supported by a familiar adult move a motivating object/favoured swim toy around the pool.
4. With two feet on the floor or whilst floating (with support if required) begin to use hands to make splashes, alongside a familiar adult.
5. Be at ease with water showered over the hands, shoulders and tummy in the pool.
6. Show an interest in swim songs and begin to join in/participate with simple actions.
7. Supported by an adult submerge shoulders under the water, whilst in an upright position.
8. Holding hands with or supported by a familiar adult, jump up and down on the spot and begin to submerge the shoulders.
9. Exit the water safely with floatation equipment and/or physical support from a familiar adult.

Foundation Award 3

Pupils can complete the following outcomes with floatation equipment and/or support. To achieve this Award, seven out of nine outcomes must be completed.

1. Enter the water safely.
2. Be at ease with small amounts of water showered from overhead in the pool.
3. Bring the mouth to the water surface and make attempts to copy a familiar adult blowing bubbles.
4. Move towards motivating objects/favoured swim toys with ease and interact with them in own way, independently.
5. Join in with simple actions from a favourite swim song.
6. Establish trust with a familiar adult and begin to allow them to support in new ways and help progress in the water (e.g. being towed through the water in different directions or rocked from side to side through the water).
7. Whilst in an upright position and with the shoulders submerged, make a 360 degree turn clockwise and then anti-clockwise with or without adult support.
8. Scoop water in the hands and 'wash' the face whilst in the pool, with support/help from a familiar adult if required.
9. Exit the water safely.

Foundation Award 4

Pupils can complete the following outcomes with floatation equipment and/or support. To achieve this Award, seven out of nine outcomes must be completed.

1. Enter the water safely and as independently as possible.
2. Move around the pool with the shoulders submerged and the chin on the surface of the water.
3. With the chin in the water make attempts to blow or push an egg flip/small ball to a familiar adult.
4. Float on front and/or back with floatation equipment and/or support from a familiar adult if required.
5. Float on the back and regain an upright, standing or safe breathing position.
6. Float on the surface of the water on the back whilst an assistant/familiar adult creates turbulence to support movement through the water (turbulent gliding).
7. Push and glide from/to the pool wall on the front or back.
8. Join in with a movement game that involves splashing and kicking.
9. Exit the water safely and as independently as possible.

Foundation Award 5

Pupils can complete these outcomes with floatation equipment and/or support. To achieve this Award, seven out of nine outcomes must be completed.

1. Enter the water safely and as independently as possible.
2. Travel around the pool with feet off the floor, shoulders submerged and the chin on the surface of the water.
3. Float on the back and rotate onto the front before regaining standing or a safe breathing position.
4. With the face in the water identify objects on the pool floor.
5. Push and glide from the pool wall on the front/back.
6. Travel on the back using arms and/or legs for 3 metres.
7. Travel on the front using arms and/or legs for 3 metres.
8. Join in with a group activity.
9. Exit the water safely and as independently as possible.

Water Safety Awareness Award

To achieve this Award, all outcomes must be completed.

1. Respond to an object of reference, a sound, or visual aid that shows the colour for when it is dangerous to swim.
2. Respond to an object of reference, a sound, or visual aid that shows the colour for when it is safe to swim.
3. Show understanding of the key water safety message: 'Always swim with an adult'.
4. Respond to an object of reference, a sound, or visual aid that shows the safest place to swim.
5. Respond to an object of reference, a sound, or visual aid showing potential water-related dangers around the school/home.
6. Be able to identify a lifeguard and swimming teacher.
7. Answer the following questions on water safety by demonstrating or indicating with a visual aid:
 - a. What telephone number should you dial for help?
 - b. What should you do if you fall into cold water?

Supporting resources

Downloadable certificates for these Awards, along with a detailed teacher's guide providing information on how to deliver them effectively, are available to download from the online resource hub for Charter members.

Similar to the School Swimming and Water Safety (core) Awards, passports and sticker packs to mark and reward pupils' progress through the scheme are also available.

Summary

Taking part in a combination of swimming and other sports enables pupils to develop skills in a wide range of physical activities. Swimming should not be seen as an individual subject, but instead should embrace and address many other subject areas.

School swimming programmes that do this are not only more successful but create a more diverse and enjoyable learning experience for all. It is important that school swimming is delivered with the support and encouragement of parents and carers.

To create an active and healthy swimming population, all pupils must be given a solid foundation in basic movement, sport and aquatic skills to build on later in life. This foundation is called Physical Literacy.

Physical Literacy is the development of basic (fundamental) movement and sport skills that enable a child to move confidently and with control in a wide range of physical activities.

Without the inclusion and development of basic movement literacy skills, many pupils withdraw from physical activity and become unable to confidently and safely enjoy water-based physical activities for health, fun and enjoyment.



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