TALBOT PRIMARY SCHOOL SWIMMING OVERVIEW - GUIDANCE

NATIONAL CURRICULUM REQUIREMENTS: SWIMMING AND WATER SAFETY

Swimming and water safety is included within the national curriculum PE programme of study for England. The requirement is for all Year 6 pupils to meet the statutory minimum standard of capability and confidence in swimming and safe self-rescue, as set out in the national curriculum. The minimum requirement is that, by the time they are ready to leave Key Stage 2, every child is able to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

What do the outcomes mean?

1. Swim competently, confidently and proficiently over a distance of at least 25 metres - This means demonstrating:

• a continuous swim of more than 25 metres without touching the side of the pool or the pool floor without the use of swimming aids. Whenever possible, at least part of the swim should be completed in deep water, defined as greater than shoulder depth. This is because 'competence' and 'proficiency' can't be assured if the swim takes place in shallow water only.

• the stroke, or strokes, are as strong at the end of the swim as at the start, and that the swim is completed without undue stress.

• the stroke or strokes are recognisable to an informed onlooker. Using an ineffective stroke and just managing to swim 25 metres does not meet the minimum requirement. Nor does it provide the skills necessary for pupils to be able to self-rescue if they get into difficulty. A competent, confident and proficient swim over a distance of more than 25 metres is the minimum requirement to meet the national curriculum outcomes. It is hoped that a number of pupils will be able to swim significantly further, although evidence of this is not required for primary schools to officially record (although could be considered for parent and secondary school reporting).

2. <u>Use a range of strokes effectively</u> - Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success. To do this they need to experience simultaneous and alternating strokes, on their front and back, and be able to adapt them for a range of purposes and intended outcomes. Examples of an intended outcome might be a swim of 50 metres, or using an effective leg kick to tread water successfully. Swimming strokes do not have to be perfect; the emphasis should be on effectively achieving the required aim rather than precision hand or feet movements.

3. <u>Perform safe self-rescue in different water-based situations</u> - Pupils should know the dangers of water and understand how to act responsibly when playing in or near different water environments. This includes understanding and adhering to national and local water safety advice, being able to use appropriate survival and self-rescue skills if they unintentionally fall in or get into difficulty in the water, and knowing what to do if others get into trouble. To ensure pupils fully understand this important area, 'water-based situations' should not only cover how an incident could occur, but also different types of water space.

Lesson Delivery & National Curriculum Coverage

Regardless of whether lessons are led by teaching staff or swimming teachers, every pool-based lesson should be organised, structured, controlled and continuously monitored. Warm up and contrasting activities should also be programmed, structured and controlled. 'Free play' or unstructured swimming that lacks purpose and clarity will not help pupils reach the national curriculum standards. They also need to be fully assessed so that overall swimming and water safety attainment levels can be published.

The aim of the national curriculum swimming programme of study is to ensure every child has a basic knowledge of swimming and water safety. Within a class or year group, pupils are likely to hold a range of abilities in these areas. Regardless of prior swimming experience, it is important to ensure all pupils are offered the same lessons initially to provide consistency. This is particularly important with regard to the water safety lessons as this is an area which can never be over-taught.

For pupils who reach the minimum swimming and stroke requirements quickly, it is important to provide access to other activities that will help them stay engaged and continue to grow their confidence and capabilities in the water.

To meet the three national curriculum requirements for swimming and water safety, lessons should focus on developing some or all of the following skills and strokes in different water-related contexts:

- how to enter and exit the water
- floatation
- submerging
- rotating from back to front and front to back and regaining an upright position
- pushing and gliding and an understanding of streamlining
- aquatic breathing

• moving effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breast stroke, side stroke

- swimming longer distances and for increasing amounts of time
- using swimming skills and strokes for different purposes such as water polo and synchronised swimming
- survival and self-rescue skills: treading water, Heat Escape Lessening Position (HELP) and Huddle positions, floating and resting in the water, attracting attention, sculling and swimming in clothes/buoyancy aids
- water safety: knowledge and understanding of different water environments, how to stay safe when playing in and around water including recognising flags and warning signs and understanding national and local water safety advice
- what to do if others get into difficulties: stay safe: shout, signal; throw, do not go into the water; raising the alarm 999
- play competitive games such as water polo and apply basic principles suitable for attacking and defending.

Risk management

Before any lesson takes place at the pool, it's essential to plan ahead and think about the safety of all involved. Risk assessments should be continually carried out. As part of your planning you should ensure risks are managed properly by:

- Identifying potential causes of injury.
- Taking steps to reduce the likelihood of injury.

Before school swimming lessons begin, it is recommended that all staff familiarise themselves with the pool environment and consider:

- Total number of pupils.
- Number of pupils that may need additional support.
- Ability level and water confidence of pupils.
- Level of poolside supervision.
- Level of expertise, knowledge and training of staff.
- Availability and accessibility of safety equipment.
- Availability and accessibility of teaching equipment.
- Ability of staff and pupils to use equipment effectively.
- Depth, size and temperature of pool.
- Space available.
- Lighting.
- Blind spots.
- Trip hazards and slippery floors.
- Health and safety rules and regulations.

Assessing pupils' needs

There may be factors that could affect the safety and swimming ability of pupils, consider if any pupils:

- Suffer from ear problems such as grommets.
- Have blocked sinuses.
- Have a skin infection or rash.
- Have specific physical conditions.
- Special educational needs and disabilities.

If there are pupils present who aren't taking part in the swimming lesson, consider whether it would be more appropriate for them to remain in school, or is there an opportunity for them to be part of the lesson from the poolside? Whichever option is taken it's essential all pupils have access to the learning planned for that lesson.

Adult Support

Some pupils may need additional support during the lesson from an adult in the water. In this scenario, follow the procedures set out in the school swimming policy. You may also want to consider:

- Are there enough staff available to manage the number of pupils?
- Do staff have appropriate training and qualifications?
- Do staff have appropriate clothing?
- Are staff confident of being in the water? Adults supporting swimming lessons in the water must be clear about their specific roles and responsibilities in relation to: teaching; discipline; safety; emergency actions; special educational needs and/or disabilities, including medical conditions.

Safety on poolside

As pupils approach the poolside consider:

- Carrying out a head count.
- Monitoring pupils movements.
- Ensuring pupils wait in an appropriate place.
- Ensuring pupils do not enter the water until instructed.
- Ensuring pupils are adequately supervised while they wait.
- The best way to keep pupils engaged in a constructive way while waiting.

If there are pupils on poolside not taking part in the lesson, they should:

- Be wearing appropriate footwear and clothing.
- Know where they should be positioned.
- Be engaged in a constructive and worthwhile way.
- Be involved in the lesson or used to support from poolside if appropriate.
- Be adequately supervised.

Safety in the water

School swimming and water safety lessons often involve a large number of pupils with varying abilities and needs. National guidance and your own risk assessments should be referred to. Swim England recommend a maximum ratio of pupils to teacher of 12:1, but smaller class sizes are more conducive to high quality lessons.

You can also refer to the Swim England Safe Supervision guidance at swimming.org.

When planning the delivery of your lessons you should consider:

- Organisation of tasks and activities.
- The space available.
- The appropriate depth for different activities.
- Flotation equipment what kind and the number available.
- Whether there is access to adult support in the water.
- The number of teachers and other helpers on poolside to manage the pupils.
- Position of staff to best observe as much of the pool space and as many pupils as possible.
- Do all the adults involved in delivering the lesson have up-to-date DBS forms.

Special educational needs and disabilities

Teachers should be aware that pupils may have a combination of disabilities or impairments and careful planning and delivery of adapted tasks may be required. Teachers should consider what impact some impairments may have on a pupil's ability in the water, for example balance, breathing, buoyancy, need for additional floatation equipment, support in the water and length of lessons etc. Check with the SENco or class teacher for detailed information on a pupil's condition, but It is essential to be prepared in advance to be able to safely cater for any pupils with additional needs.

TALBOT PRIMARY SCHOOL SWIMMING OVERVIEW - PLANNING

Following Swim England guidance for school swimming and incorporating School Swimming and Water Safety Awards. The plan detailed in this document is broad guidance with coverage of two awards within a 10-week block. Teachers can find more detailed individual lesson plans suitable to each stage within the swimming folder on StaffShare (Both Swim England exemplars and GetSet4P.E. lesson plans). All planning must be adapted to the needs of the group and appropriate adult – child rations maintained taking age and competence of pupils into consideration.

Year Group	1 st half Autumn	2 nd half Autumn	1 st half Spring	2 nd half Spring	1 st half Summer	2 nd half Summer
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
EYFS					Swimming Beginners – Award 1 (one afternoon per week per class)	
Year 1			Swimming	Swimming.		
			Beginners – Awards 1 & 2	Beginners – Awards 1 & 2		
Year 2						Swimming
						Beginners – Awards 1 & 2
Year 3				Swimming		Swimming
				Developers – Awards 3 & 4		Developers – Awards 3 & 4
Year 4	Swimming	Swimming				
	Developers – Awards 3 & 4	Developers – Awards 3 & 4				
Year 5	Swimming	Swimming	Swimming			
	Intermediate – Awards 5 & 6	Intermediate – Awards 5 & 6	Intermediate – Awards 5 & 6			
Year 6	Swimming	Swimming				Swimming (boosters)
	Intermediate – Awards 5 & 6	Intermediate – Awards 5 & 6				Intermediate – Awards 5 & 6

Swim England Awards 1 & 2 – 10-week program (Beginners)

			<u>Swim England Awards <mark>1 & 2</mark> – 10-week</u>	program (Beginners)	
AWARDS	AWARD OUTCOMES	WEEK	ACTIVITIES	OUTCOMES	NOTES
	Pupils can complete these outcomes with or without floatation equipment or support: 1. Enter the water safely.	1	 Health and safety talk. Enter the water safely with a jump and submerge. Submerge to retrieve an object from the pool floor. Floatation on front and back (star, mushroom, pencil). Floating patterns in pairs or small groups. Exit the water safely. 	 Safe entry and exit. Understand the pool rules and health and safety. Improve floatation on front and back. 	• The minimum depth of water for a jump entry is 1 metre. • Pupils should be encouraged to be creative during floating patterns e.g. by making letters, wor and other shapes. • Pupils should have an understanding how floatation links safe self-rescue.
School	2. Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor.	2	• Enter the water safely (jump, swivel or steps). • Push and glide on the back. • Push and glide on the front. • Push and glide to the pool floor. • Perform a sequence of changing shapes. • Identify an open water hazard near their home or school. • Exit the water from the side of the pool	 Improve floatation. Improve streamlining. Improve understanding of water safety code. 	 Playing 'traffic lights' during push and glides can add healthy competition to the lesson. When performing a sequence, pupils should show a minimum of three changing shapes. Identifying water hazards can be done at school or during travelling to or from the pool.
Swimming and Water Safety	 Scoop the water and wash face, be comfortable with water showered from overhead. Blow bubbles a minimum of 	3	• Enter the water safely with a jump and submerge. • While floating rotate from front to back and stand. • While floating rotate from back to front and stand upright. • Demonstrate an action for getting help. • Exit the water without the use of steps	Improve rotation. Improve floatation. Introduce safe self-rescue skills.	Demonstrating an action for help can be performed in shallow or deep water
Award 1	three times rhythmically, with nose and mouth submerged. 5. Take part in a movement game 6. Give examples of two pool	4	• Enter the water safely. • While travelling rotate from front to back and stand upright. • While travelling rotate from back to front and stand upright. • Travel on the front, tuck around the horizontal axis and return on the back. • Exit the water safely.	Develop different rotational skills	 Pupils should have a knowledge and understanding of how different rotational skills help with safe self-rescue.
School Swimming and Water Safety Award 2	rules. 7. Recognise and identify the purpose of beach flags.	5	 Enter the water safely. • Float on front (star, mushroom, pencil). Alternating kicking on the front. • Introduce underwater arm action for front crawl. • Exit the water safely. 	Improve rotation. Improve front crawl leg action.	 Encourage pupils to always start their kicking with a push and glide. Think of how exiting the water can could be delivered simulating an open water environment.
	2 1. Enter the water safely. 2. Move from a horizontal	6	 Enter the water safely with a jump and submerge and return to the point of entry. Push and glide on the front, log roll onto the back. Alternating kicking on the front from a push and glide. Front crawl arm and leg action. Group activity. Exit the water safely. 	 Improve front crawl. Improve rotation. 	• The group activity should be a fun activity or game. E.g. sitting on float using arm action to travel. • Add healthy competition by seeing who can stay on the float for the longest or travel the fastest.
	floating position on the front and return to standing. 3. Move from a horizontal floating position on the back and	7	• Enter the water safely. • Push and glide on front with arms extended and log roll onto back. • Push and glide on back with arms extended and log roll onto front. • Alternating kicking on back. • Exit the water safely.	 Improve streamlining. Improve rotation. Improve backstroke leg action. 	
	4. Push and glide on the front in a horizontal position, to or from the pool wall.	8	 Enter the water by swivel entry • Alternating kicking on back from a push and glide • Backstroke arm and leg action back • Group activity - make different patterns and shapes using any skills and action • Exit the water safely 	Improve backstroke leg action. Improve full stroke backstroke.	 Encourage pupils to decide and choose which skills and stokes they want to use to make different patterns
	 5. Push and glide on the back in a horizontal position from the pool wall. 6. Travel on the back for 5 	9	• Enter the water safely. • Travel on front, rotate around horizontal axis. and return on back. • Push and glide to pool floor. • Recap on the water safety key messages. • Exit the water without the steps.	Improve rotation. Improve submersion. Improve understanding of the water safety key messages.	 To encourage pupils to push and glide to pool floor, add in hoops to glide through or sinking objects to retrieve.
	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.	10	• Enter the water safely with a jump and submerge. • Travel 10 metres on the front. • Travel 10 metres on the back. • Perform a shout and signal rescue. • Sequence of changing shapes. • Exit the water safely.	 Improve front crawl. Improve backstroke. Improve safe self-rescue skills. 	 Travelling 10 meters can be performed as a group activity, such as: Relay races; Collecting numbers; Letters from one side of the pool to the other. Try to incorporate cross curricular links.

Swim England Awards 3 & 4 – 10-week program - Developers

AWARDS AWARD OUTCOMES NOTES AWARDS - New on outputs the surface subject of the sub and subject on the subject subject of the sub-subject subject on the subject sub				Swim England Awards <mark>3 & 4</mark> – 10-week	program - Developers	
School Push as anowlet these sources 1 I and in form politication I and in the politicatin anonome politication I and in	AWARDS	AWARD OUTCOMES	WEEK	ACTIVITIES	OUTCOMES	NOTES
School • Inter the water step/ (ump, stwel or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point of the lestor. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide to the point. • Park and register or step). • Pub and glide t		Pupils can complete these outcomes without floatation equipment or support: 1. Jump in from poolside and	1	 Health and safety talk. • Enter the water safely with a jump and submerge. • Submerge to retrieve an object from the pool floor. Floatation on front and back (star, mushroom, pencil). • Floating patterns in pairs or small groups. • Exit the water safely. 	 Safe entry and exit. Understand the pool rules and health and safety. Improve floatation on front and back. 	• The minimum depth of water for a jump entry is 1 metre. • Pupils should be encouraged to be creative during floating patterns e.g. by making letters, words and other shapes. • Pupils should have an understanding how floatation links to safe self-rescue.
Swimming and Water Safety Award 3 Inspace of the water safety with a jump and submerge - with finding to the form form to back and same with the form back to form and same and same with the form back to form and same and ungelt Form a rotation for the pace has a movied as a form back to form and same and ungelt Form back to form to back and ungelt Form back to form to the back to form to form than bac	School	submerge (minimum depth of 1 metre). 2. Fully submerge to pick up an object. 3. Perform a tuck float and hold for	2	 Enter the water safely (jump, swivel or steps). Push and glide on the back. Push and glide on the front. Push and glide to the pool floor. Perform a sequence of changing shapes. Identify an open water hazard near their home or school. Exit the water from the side of the pool. 	 Improve floatation. Improve streamlining. Improve understanding of water safety code. 	 Playing 'traffic lights' during push and glides can add healthy competition to the lesson. When performing a sequence, pupils should show a minimum of three changing shapes. Identifying water hazards can be done at school or during travelling to or from the pool.
Award 3 6. Perform a rotation form the form the water safely. While traveling rotates from from to to back in the water safely. There is mere safely in a new safely. • Develop different rotational skills help with safe self-rescue. Award 3 6. Perform a rotation from the form the water safely. • Inter the water safely. • Develop different rotational skills. • Develop different rotational skills. • Pupuls should have a knowledge and understanding of how different strateging rotates from back to from form to back. 8. Identify an open water harding. • Enter the water safely. • Improve front craw. • Think of how exiting the water safely. • Think of how exiting the water safely. • Think of how exiting the water safely. • Encourage pupils to always start their kicking with a push and gilde. 5 • Enter the water safely. • Enter the water safely. • Enter the water safely. • Improve front craw. • Improve front craw. • Think of how exiting the water safely. • Think of how exiting the water safely. • Improve front craw.	Swimming and Water Safety	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).	3	• Enter the water safely with a jump and submerge. • While floating rotate from front to back and stand. • While floating rotate from back to front and stand upright. • Demonstrate an action for getting help. • Exit the water without the use of steps	Improve rotation. Improve floatation. Introduce safe self-rescue skills.	• Demonstrating an action for help can be performed in shallow or deep water.
School 5 • Inter the water safely. • Float on fort (star, mushroom, pencil), • Alternating kicking on the fort. • Introduce underwater am action • Improve rotation. • Improve fort crawl. • Encurage pupils to always start their kicking with a push and gilde. 1. Jump into the water, submerge, surface and swim back to the point of entry. • Push and gilde on the fort. • Introduce underwater am action • Improve fort crawl. • Improve fort crawl. • The group activity should be a fun activity or game. E.g. sitting on float usin article on trawle gatton. School	Award 3	 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 	4	• Enter the water safely. • While travelling rotate from front to back and stand upright. • While travelling rotate from back to front and stand upright. • Travel on the front, tuck around the horizontal axis and return on the back. • Exit the water safely.	Develop different rotational skills,	 Pupils should have a knowledge and understanding of how different rotational skills help with safe self-rescue.
School Improve from target of the point of entry. Push and glide on the front. Protor as equence of changing shapes (minimum of the point of entry. Push and glide towards the point of entry. Push and glide on the front. Perform a sequence of changing shapes (minimum of the point of entry. Push and glide on the front. Push and glide to pool floor. Push and glide to pool floor. Push anglide to po		8. Identify an open water hazard near your home or school. 9. Exit the water safely. .4	5	• Enter the water safely. • Float on front (star, mushroom, pencil). • Alternating kicking on the front. • Introduce underwater arm action for front crawl. • Exit the water safely.	 Improve rotation. Improve front crawl leg action. 	 Encourage pupils to always start their kicking with a push and glide. Think of how exiting the water can could be delivered simulating an open water environment.
3. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface. 7 Enter the water safely. Push and glide on the front with arms extended and log roll on to back. Push and glide on the back with arms extended and log roll on to the back. Supsh and glide on the back with arms extended and log roll on to the back with arms extended and log roll on to back. Supsh and glide on the back with arms extended and log roll on to the back. Supsh and glide on the back with arms extended and log roll on to the front, perform a tuck to rolate on the back with feet off the pool floor. Travel 10 metres on the front. Superform a suck to rolate dig signal "rescue. Explain how you would get help. Supsh and glide to gol floor. Travel 10 metres on the front. Supsh and glide to gol floor. Supsh and glide to pool floor. Supsh and gl		 Jump into the water, submerge, surface and swim back to the point of entry (minimum depth 1 metre). Push and glide towards the pool floor with arms extended. 	6	 Enter the water safely with a jump and submerge and return to the point of entry. Push and glide on the front, log roll onto the back. Alternating kicking on the front from a push and glide. Front crawl arm and leg action. Group activity. Exit the water safely. 	Improve front crawl. Improve rotation	 The group activity should be a fun activity or game. E.g. sitting on float using arm action to travel. Add healthy competition by seeing who can stay on the float for the longest or travel the fastest.
School Swimming and Water Safety Award 4 back. S. Push and glide on the back with arms extended and log roll on to the front. 8 • Enter the water by swivel entry • Alternating kicking on back from a push and glide • Backstroke arm and leg action back • Group activity - make different patterns and shapes using any skills and • Improve backstroke leg action. • Improve full stroke backstroke. • Encourage pupils to decide and choose which skills and stokes they want to use to make different patterns Mward 4 6. Travel 5 metres on the front, perform a tuck to rotate on to the back and return to the side. 7. Travel 10 metres on the front, feet of the pool floor. 8. Travel 10 metres on the back with feet of the pool floor. 9. Perform a shout and signal' rescue. Explain how you would gt help. 10. Exit the water safely without using steps. • Enter the water safely with a jump and submerge. • Travel 10 metres on the fort. *Travel 10 metres on the fort. *Inter the water safely without using steps. • Improve front crawl. *Improve front crawl. *Improve front crawl. *Improve backstroke. *Improve front crawl. *Improve front crawl. *Improve backstroke. *Improve front crawl. *Improve backstroke. *Improve front crawl. *Improve front crawl. *Imp		 Perform a sequence of changing shapes (minimum of three) whilst floating on the surface. Push and glide on the front with arms extended and log roll onto the 	7	• Enter the water safely. • Push and glide on front with arms extended and log roll onto back. • Push and glide on back with arms extended and log roll onto front. • Alternating kicking on back. • Exit the water safely.	 Improve streamlining. Improve rotation. Improve backstroke leg action. 	
Safety Award 4 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. • Enter the water safely. • Travel on front, rotate around horizontal axis. and return on back. • Push and glide to pool floor. • Recap on the water safely with a jump and submerge. • Travel 10 metres on the front. • 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. • Inter the water safely with a jump and submerge. • Travel 10 metres on the front. • Travel 10 metres on the back. • Perform a shout and signal rescue. • Sequence of changing shapes. • Exit the water safely without using steps. • Improve rotation. • Improve submersion. • Improve understanding of the water safety key messages. • To encourage pupils to push and glide to pool floor, add in hoops to glide through or sinking objects to retrieve. 10 • Enter the water safely with a jump and submerge. • Travel 10 metres on the front. • Travel 10 metres on the back. • Perform a shout and signal rescue. • Sequence of changing shapes. • Exit the water safely • Improve front crawl. • Improve backstroke. • Improve safe self-rescue skills. • Travelling 10 meters can be performed as a group activity, such as: • Callers from one side of the pool to the other. • Try to incorporate cross curricular links.	School Swimming and Water	back. 5. Push and glide on the back with arms extended and log roll onto the front. 6. Travel 5 metres on the front,	8	• Enter the water by swivel entry • Alternating kicking on back from a push and glide • Backstroke arm and leg action back • Group activity - make different patterns and shapes using any skills and action • Exit the water safely	 Improve backstroke leg action. Improve full stroke backstroke. 	 Encourage pupils to decide and choose which skills and stokes they want to use to make different patterns
feet off the pool floor. 9. Perform a 'shout and signal' 9. Perform a 'shout and signal' metres on the front. • Travel 10 metres on the back. • Perform a help. 10. Exit the water safely without using steps. • Inter water safely without • Inter water safely without • Inter water safely without • Inter water safely without • Inter water safely without • Interve front crawl. • Interve front crawl. • Interve backstroke. • Travelling 10 metters can be performed as a group activity, such as: • O Collecting numbers; • O Collecting numbers; • O Letters from one side of the pool to the other. • Try to incorporate cross curricular links. • Travelling 10 metters can be performed as a group activity, such as: • Travellin	Sarety Award 4	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	9	• Enter the water safely. • Travel on front, rotate around horizontal axis. and return on back. • Push and glide to pool floor. • Recap on the water safety key messages. • Exit the water without the steps.	 Improve rotation. Improve submersion. Improve understanding of the water safety key messages. 	 To encourage pupils to push and glide to pool floor, add in hoops to glide through or sinking objects to retrieve.
	~	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.	10	• Enter the water safely with a jump and submerge. • Travel 10 metres on the front. • Travel 10 metres on the back. • Perform a shout and signal rescue. • Sequence of changing shapes. • Exit the water safely	 Improve front crawl. Improve backstroke. Improve safe self-rescue skills. 	 Travelling 10 meters can be performed as a group activity, such as: Relay races; Collecting numbers; Letters from one side of the pool to the other. Try to incorporate cross curricular links.

Swim England Awards 5 & 6 – 10 week program - Intermediate

AWARDS	AWARD OUTCOMES	WEEK	ACTIVITIES	OUTCOMES	NOTES
	Pupils can complete these outcomes without floatation equipment or support: 5 1. Jump into the water, submerge, surface and swim back to the point of entry (at least full reach depth).	1	 Health and safety talk. Enter the water safely. Develop backstroke kicking. Backstroke kick in streamlined position. Travel on back and log roll 180 degrees onto the front. Exit water safely. 	 Understand the pool rules and health and safety. Improve backstroke leg action. 	Ensure pupils understand how log rolls link to safe self-rescue skills.
		2	 Enter the water using a pencil jump. Kick 10 metres backstroke in a streamlined position. Introduce backstroke arms. Swim 10 meters' backstroke. Sculling practices, stationary and head first. Exit the water safely. 	 Improve backstroke. Improve sculling. 	Pupils should scull in a stationary, head first and feet first position
School Swimming	 Perform a horizontal stationary scull on the back. Kick 10 metres backstroke. Kick 10 metres front crawl. Kick 10 metres front crawl. 	3	• Enter pool with a star jump. • Develop front crawl kicking. • Front crawl kick in a streamlined position. • Travel on the front and log roll 180 degrees onto the back. • Teacher led game. • Exit the water safely.	Improve front crawl leg action. • Improve rotation.	Pupils should scull in both stationary, head first and feet first positions.
and Water Safety Award 5	5. Note to meters butterny of breaststroke on the front or on the back. 6. Travel on back and log roll 180 degrees in one continuous	4	 Enter the pool with a star jump. Kick 10 metres front crawl with a float. Introduce front crawl arms. Swim 10 meters' front crawl. Sculling sequence in groups. Give examples of where it is safe to swim and why? Exit water safely 	Improve front crawl. Improve sculling	 Pupils should use head first and feet first sculling and perform a rotation during the sculling sequence. Healthy competition should be encouraged by giving scores based on performance.
	movement onto front. 7. Travel on front and log roll 180 degrees in one continuous movement onto back.	5	• Enter pool with a tuck jump • Handstands • Somersaults • Breaststroke leg kick on front • Breaststroke leg kick on back • Exit the water safely without the use of steps	Improve aquatic skills Introduce breaststroke leg action	
	 Swift To metres, choice of stroke is optional. Give two examples of where it is safe to swim and why. Exit the water safely. 	6	• Enter the water with a straddle jump • Introduce breaststroke arms • Develop full stroke on breaststroke • Treading water • Exit the water without the use of steps	 Introduce treading water. Introduce breaststroke arms. Attempt to swim 10 metre breaststroke 	Provide pupils with the knowledge and understanding of why and when to use the skill of treading water for safe self-rescue
	6 1. Perform three different shaped jumps into deep water (to include a straddle jump). 2. Perform a head first scull for 5	7	 Enter the water safely • Introduction to butterfly leg kick. Sculling sequence with a partner. • Shout and signal rescue. Swim 10 metres wearing clothes. • Exit the water safely. 	Introduction to butterfly leg action. • Improve breaststroke. • Improve sculling. • Introduce pupils to swimming in clothes.	You could link swimming in clothes and shout and signal rescue as a scenario for someone falling in to open water. Fun activities to introduce the dolphin leg action.
School Swimming	 Two out of the following three must be completed: a. Swim 10 metres front crawl. b. Swim 10 	8	• Enter the water with a straddle jump. • From a push and glide swim 10 metres front crawl. • From a push and glide swim 10 metres backstroke. • From a push and glide swim 10 metres breaststroke. • Exit deep water without the use of steps.	Improve streamlining into strokes.	
and Water Safety Award 6	metres backstroke. c. Swim 10 metres breaststroke. 4. Tread water for 30 seconds. 5. Perform a handstand or forward somersault, tucked in the	9	 Jump into the water, surface and swim back to the point of entry Tread water. Swim 25 metres. Perform a shout and signal rescue. Recap on action for getting help. Exit the water safely. 	 Improve and recap on safe self-rescue skills Attempt to meet one of the national curriculum outcomes of swimming 25 metres. 	 Try linking the skills together to deliver this as a safe self-rescue circuit. The 25 metre swim needs to be as strong at the end of the swim, as at the beginning.
	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.	10	 Enter the water using three different jumps. Swim 10 metres (own choice of stroke). Swim 25 metres (own choice of stroke) Head first and feet first sculling. Somersaults. Exit deep water without the use of steps. 	 Improve swimming technique. Attempt to meet one of the national curriculum outcomes of swimming 25 metres. 	
		<u> </u>	8	I	1

AWARDS	AWARD OUTCOMES
	1. Enter the water using a fall in entry.
	2. Float on the back or scull.
School	3. Tread water for 20 seconds with one arm in the air and shout for help.
Water Safety	4. Swim 15 metres on the front, rotate and swim 15 metres on the back to a floating object.
Self-Rescue Award	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.
	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).
School	3. Swim 25 metres (choice of stroke is optional).
Swimming and Water Safety	4. Swim 50 metres (choice of stroke(s) may be used).
Aquatic Skills Award	5. Participate in a game of mini-polo.
	6. Discuss in your group the tactics and skills used and evaluate them.
	7. Perform a one-minute movement sequence 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.