

**TEACHING SWIMMING
AND WATER SAFETY AT
KEY STAGE 1 OR 2**

**SWIMMING
PROVIDERS**

A GUIDE FOR SWIMMING PROVIDERS



Developed by the Swim Group to support pool operators and swimming providers to deliver high quality swimming and water safety lessons for primary school pupils at Key Stage 1 or 2.

This guide has been produced by Swim England on behalf of the Swim Group. The content has been developed by experts from a range of organisations involved in the provision of swimming and water safety lessons in primary schools.

This series of guides for primary schools, parents, pool operators and swimming teachers, is designed to ensure all children meet the requirements of the national curriculum PE programme of study by the time they leave primary school in Year 6.

It also aims to ensure the consistent delivery of swimming and water safety lessons across the country that fully support the teaching of the three outcomes.

For more information and support materials visit www.swimming.org/schools.

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WHY IS IT IMPORTANT TO SUPPORT PRIMARY SCHOOL'S TO DELIVER QUALITY SWIMMING AND WATER SAFETY LESSONS?

1

Swimming and Water Safety is included within the national curriculum PE programme of study.

2

Primary school is the only opportunity some young people will have to learn these important life-enhancing and potentially life-saving skills.

3

Having a good experience at school will help to build a life-long swimming habit which could include numerous water-based activities.

By the time a child is ready to leave primary school they should be able to swim, know how to get out of trouble if they fall into water, know the dangers of water and understand how to stay safe when playing in and around it.

It is part of the national curriculum PE programme of study for England, so all local authority-maintained primary schools must provide swimming and water safety instruction. Other state funded schools, like academies and free schools, must provide a broad and balanced education – and that should include teaching pupils to learn how to swim and about water safety.

This guide provides advice to external providers about what primary schools are required to teach. It also sets out some considerations for supporting schools to ensure all their pupils achieve the national curriculum swimming and water safety requirements, and meet other key Physical Education (PE) targets.

This guide is designed for two audiences:

- External providers that offer packages to schools that include pool hire, qualified swimming teachers and lifeguards.
- External providers that offer pool space and changing facilities, with the primary schools organising and delivering swimming themselves.

For each, it will highlight the roles and responsibilities for the external provider and primary school.

NATIONAL CURRICULUM REQUIREMENTS: SWIMMING AND WATER SAFETY

Swimming and water safety is included within the national curriculum PE programme of study for England¹. The purpose of this area of the curriculum is to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

The importance of swimming and water safety has been recognised through the inclusion of a specific programme of study. The three outcomes listed aim to ensure all pupils meet a minimum standard of swimming and water safety capability and confidence by the time they leave Key Stage 2.

THE NATIONAL CURRICULUM PE PROGRAMME OF STUDY

Swimming and water safety instruction must be provided in either Key Stage 1 or Key Stage 2. Schools should provide sufficient swimming opportunities to ensure all pupils make progress and achieve their very best in swimming and water safety.

By all pupils this includes those with special educational needs, those with a disability or impairment and those whose first language is not English.

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 three requirements

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
- (Physical education programmes of study: Key stages 1 and 2)

It is expected that many pupils will achieve significantly more than these minimum expectations. Therefore, school swimming programmes should provide opportunities for these pupils to further develop their confidence and water skills.

¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

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. Use a range of strokes effectively

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.

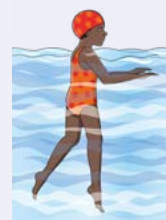
Examples of adapting strokes for different outcomes: front crawl



Use front crawl with face down and aquatic breathing to swim in a competitive race



Use front crawl with head up to play water polo



Use a front crawl-type leg kick in a vertical position to tread water

3. Perform safe self-rescue in different water-based situations

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. To support this, schools are encouraged to take advantage of additional programmes such as Swim Safe.

Examples of how an incident could occur:

Falling into water when playing on a footpath	Falling out of a boat
Swimming in clothes	Becoming tired
Sustaining an injury	Being out of one's depth
Hampered by weeds or underwater hazards	Rough water or tides

Examples of where an incident could occur:

Homes and gardens	Swimming pools
Beaches	Rivers
Canals	Reservoirs

Beyond the minimum requirements

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, primary schools are encouraged to provide the same lessons to all pupils to provide consistency. This is particularly important with regard to the water safety elements 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.

Examples of additional activities in the pool:

- Using a range of swimming skills and strokes for different purposes (see table above). This could include basic water polo or synchronised swimming elements.
- Swimming longer distances and for increasing amounts of time. Taking part in events such as School Swimathon, the School Games swimming galas or the Big School Swim can provide different activities.

- Swimming in different water environments such as a lake or the sea. As well as activity centre programmes, the free Swim Safe programme provides an opportunity to learn about outdoor swimming and water safety.
- Approved lifeguard or life-saving training, such as the Rookie Lifeguard programme.

HOW EXTERNAL PROVIDERS CAN SUPPORT PRIMARY SCHOOLS

Despite being a statutory part of the national curriculum for Key Stage 1 and 2, some primary schools struggle to ensure all their pupils reach the three required outcomes. This can be due to access to facilities, costs associated with delivering the programme or the quality of the teaching.

While some primary schools utilise local facilities or are part of a centrally-delivered programme, others may not be aware of the services external providers can support. In these cases, school teachers may be delivering lessons in a private pool without adequate support.

As part of this resource, primary schools have been provided with a range of information and guidance on how to utilise local facilities, and make the most of their PE and Sport Premium funding to ensure all pupils are able to swim and know about water safety.

Below are some examples of how external facility providers can support primary schools:

- Ensure local primary schools are aware of your curriculum swimming and water safety offer.
- If a package is offered that includes pool time, teachers, lifeguards and transport, explain to schools the differences between arranging these separately.
- Discuss with schools the different delivery models available e.g. weekly lessons, intensive programmes.
- Provide evidence of previous achievements delivering national curriculum swimming and water safety programmes.
- Primary schools are being encouraged to use their PE and Sport Premium funding for Top-up swimming and up-skilling teachers. Talk to your schools about options to build these into a package, or any additional opportunities that can be provided e.g. reduced cost family swim sessions during the summer holidays.
- Like any new skill, swimming and water safety should be practiced and continued outside of the initial programme of learning. Ensure your schools are aware of any additional opportunities that your facility provides e.g. water polo, diving or synchronised swimming programmes, Rookie Lifeguard or life-saving programmes, a local aquatic club including British Sub-Aqua Club (BSAC).

By supporting primary schools to access high quality swimming and water safety programmes, more young people will be able to safely enjoy the water safely in the future and make use of pool providers' facilities.

EXTERNAL PROVIDERS THAT OFFER PACKAGES TO PRIMARY SCHOOLS

Curriculum swimming and water safety packages generally include pool hire, qualified swimming teachers and lifeguards. Some operators also include transport and Top-up swimming.

It is important that external providers are aware of the differences between providing a learn to swim programme and lessons that meet the national curriculum outcomes.

What to teach

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.

Ensuring your programme meets the criteria

Many external school swimming providers have their own progressive award or recognition schemes. It is important to ensure these relate to the three requirements of the national curriculum for swimming and water safety and clearly show how and when pupils evidence achievement against each individual element.

An example of a scheme that fully supports the national curriculum requirements is the Swim England School Swimming Framework. This is a comprehensive programme of activities and awards specifically designed to meet national curriculum requirements. It comprises of six progressive awards, each with eight specific assessment criteria, and two further awards which recognise achievement of the minimum requirements of the national curriculum. More information can be found at www.swimming.org/schools.

Organising curriculum swimming and water safety lessons

Primary schools draw up their timetables a year in advance, therefore providers should be looking at their pool timetables and communicating with schools well in advance.

Many schools will ask you to take responsibility for organising all aspects of curriculum swimming and water safety at your own site, including timetabling, the provision of a swimming teacher and lifeguards.

Packages, which include qualified swimming teachers, lifeguards and, in a small number of cases transport, can be very attractive to schools, as it makes it easier for them to organise swimming.

Facilities

School swimming lessons generally take place between 0930-1130 and 1315-1445. However, it is helpful to discuss this with the school to ensure the best time for both parties is agreed. Asking other local primaries to also schedule their swimming at a similar time can help to utilise the facilities.

It is also useful to note that transport costs may be cheaper between 0900 and 1500 when buses aren't being used to transport pupils to and from school. If you are working with a number of local schools, remember that schools within walking distance of a pool may be able to arrive earlier or leave later than those using transport.

It is recommended that school pupils have exclusive access to swimming pools and changing areas. Where this is not possible it will be necessary to put in place additional arrangements which must be carefully risk assessed to safeguard pupils whilst they are swimming, changing and at the venue. This should be highlighted in the risk assessment.

Questions to consider:

- How is it best to segregate the pool?
- How is it best to segregate changing areas?
- What about staff supervision in the changing areas? Is it adequate for boys and girls?
- Is there both male and female staff to supervise?
- Where a pool is being used simultaneously by different user groups, including school pupils, is the lifeguard cover adequate?

Length of lessons

In an indoor heated pool 30 to 45 minutes in the water is optimal to allow adequate time for warm-up, main theme, contrasting activity and for activities to be explained and organised.

In some circumstances, where schools travel significant distances, they may request longer lessons - 45 minutes to 1 hour - for fewer weeks. Or they may prefer intensive programmes that take place daily over shorter periods of time. Discuss with each school their needs to help you plan effective lessons.

During every lesson, in line with the national curriculum requirements for PE, pupils should be physically active for sustained periods of time. All pupils should be physically active for at least 80 per cent of every lesson. Being physically active means increasing heart rates and getting out of breath.

Tips:

If your pool has village changing, can you section off an area for the exclusive use of school children?

If not, try to schedule a 10 minute break between children and adults using changing facilities.

Number and frequency of lessons

Schools must give sufficient pool time to ensure all pupils meet, or exceed, the full national curriculum requirements.

There is no set number of lessons that should form a curriculum swimming and water safety programme. A number of factors will influence a school's decision on the right format for their pupils, timetable and resources. A discussion on the types of programme formats available at the earliest point will ensure the most appropriate decision is reached. Below are a range of models that are frequently used:

- The same pupils could attend weekly for a full academic year.
- Pupils from one year group could attend for half a year and then again in the next academic year.
- Pupils in certain year groups could swim during the same term in each of three consecutive years.
- Intensive programmes with daily lessons for shorter periods of time can work well, particularly for pupils in years 5 and 6 who are in danger of not meeting the national curriculum requirements.

Lesson year groups

Primary schools can decide when they wish to teach their pupils swimming and water safety. It must be provided in Key Stage 2 if pupils have not met the national curriculum requirements in full by the end of key stage 1.

Across the country more pupils swim in Years 3, 4, and 5 than any other year group. Primary schools are being encouraged to provide Top-up swimming sessions for those pupils who, towards the end of Year 6, haven't met the national curriculum requirements in full.

When determining which year group(s) to take swimming, schools are encouraged to consult with the swimming provider and consider the following factors:

- Depth of the pool: shallow water (in which pupils can stand) is better to gain water confidence. Older and more able swimmers might benefit from deeper water.
- Availability and gender of adult helpers: younger pupils are likely to need more help to get ready for the swimming lesson.
- Amount of time available for swimming: younger pupils are likely to need more time to change and get ready for swimming.

Accountability for progress and attainment

School teachers are accountable for pupils' attainment, progress and outcomes². Therefore, the school teacher should be aware of what their pupils are doing at all times, how well they are progressing and what they need to do next in their learning.

To support teachers to do this, regular and frequent dialogue should take place between school teachers and swimming teachers. This helps to ensure both parties are aware of what the pupils are being taught and what they are learning. This could be recorded by the provider and shared with the school, or the school teacher could record the progress directly at the end of each lesson. There are a number of electronic systems being used, with new systems continuing to be developed.

Assessing swimming and water safety achievement

Schools can choose how they assess water safety and swimming competence. When providers are delivering the programme, the agreed programme should ensure that teachers are able to assess their pupil on the following:

Attainment	Criteria examples
Perform safe self-rescue skills	Floating, treading water, attracting attention
Use different strokes and swimming skills for different outcomes	Swimming lengths, play water polo, tread water
Swim competently, confidently and proficiently further than 25 metres	Swim increasingly longer distances using a range of strokes, compete in a race or gala
Talk about how to behave when in and around water and how to help in an emergency	Be able to explain where incidents could take place and what number to call for help

² Teachers' Standards, DfE: 2011

Pupils should demonstrate they meet these elements with certainty, and on more than one occasion. By repeating the attainment objectives, this will help build confidence and ability. When assessing the elements, always consider the extent to which pupils' skills and strokes would enable them to get themselves out of trouble if they unintentionally fall in to water or get into difficulty.

Simple scenarios can be useful to provide a context for pupils to choose and use strokes and skills purposefully and for teacher's to assess competence.

Assessment scenario

You've fallen into the water unintentionally. You are wearing a pair of shorts and t-shirt.

Without touching the sides of the pool or the pool floor:

- enter the water and float for 30 seconds
- rotate and swim on your front for 15 metres
- tread water for 30 seconds. Try to attract attention
- rotate and swim on your back for 15 metres
- return to the side of the pool and exit the water safely.

Repeat the assessment in different water based situations.

REPORTING REQUIREMENTS

1. Government: PE and Sport Premium

Funding is currently provided to primary schools to support their physical activity and health via the PE and Sport Premium. As part of their reporting requirements, primary schools are required to publish their swimming and water safety attainment levels.

This should be on their website and should state what percentage of pupils within their Year 6 cohort meet the national curriculum swimming and water safety requirements to perform safe self-rescue in different water-based situations, use a range of strokes effectively and swim competently, confidently and proficiently over a distance of at least 25 metres.

While attainment data is provided for Year 6 pupils, it relates to their most recent school swimming lessons. Therefore, this data may be from years 3, 4, 5 or 6 depending on the swimming programme delivered. In practice, this means that attainment levels might be kept for two years until the pupils reach the end of Year 6 and it is reported, which is the school's responsibility.

To support schools, providers should regularly share information about individual attainment levels. Keep in mind safeguarding and GDPR issues when sharing data.

To support schools, providers should regularly share information with schools, and especially towards the end of the summer term. Keep in mind safeguarding and GDPR issues when sharing data.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	%
What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

Created by:

Supported by:

It is accepted by all parties that some of the information may be out of date and that pupils may have received additional swimming lessons outside of school after lessons during Key Stage 1. However, the emphasis is on what the schools know about their pupils' attainment and how their swimming and water safety programmes help pupils to meet the national curriculum requirements.

This reporting table can be accessed at www.afpe.org.uk/physical-education/wp-content/uploads/Evidencing-the-Impact-of-Primary-PE-and-Sport-Premium-Template-2018-Final.pdf

2. Parents

Primary schools are also encouraged to provide regular updates to parents and guardians during the swimming and water safety programme. Responsibility for this sits with the school teacher, but providers should support by sharing regular information.

3. Secondary schools

It is recommended that primary schools also share attainment information with secondary schools to ensure the level of knowledge and ability is known. This is particularly important when planning school trips and activities where swimming ability is required.

Teaching qualifications

All those that teach curriculum swimming and water safety, whether employed by the school or through a third party, must have up-to-date knowledge and competence to do so safely and effectively. The Health and Safety Executive (HSE) recognises that competence can be demonstrated:

- with a relevant qualification
- through in-house training, initial teacher training or in-service training
- through previous experience.

In addition, regular professional learning should take place to ensure knowledge and working practices are up-to-date.

1. Swimming teachers

It is usual for one or more qualified swimming teachers to deliver swimming to groups or classes of pupils. Level 2 swimming teachers are frequently more knowledgeable and experienced about swimming than school staff that accompany the pupils.

Schools are entitled to confirm the competence of all those employed by the provider to teach curriculum swimming and water safety, and to ensure they are capable of fulfilling the roles assigned to them. This includes confirming that up-to-date Level 2 Teaching Swimming Qualifications and DBS checks are in place.

It is also the school's responsibility to confirm that swimming teachers are sufficiently competent to teach all pupils. This should extend to ensuring what is being taught is appropriate and suitable for the range of abilities in the class or group.

2. School teachers supporting swimming and water safety

All teachers undertake physical education training as part of their Initial Teacher Training but in most cases, this does not include any specialist swimming or water safety elements.

It is advised that all school teachers who attend pool-based lessons should have the necessary knowledge, skills and competence to support the swimming teacher. This is to ensure that as well as accurately assessing the three elements, they will also be able to provide additional practical support to the swimming teacher as required.

To do this, primary schools are encouraged to use their PE and Sport Premium to up-skill any of their staff involved within a primary school swimming programme. One course available to schools is the swimming National Curriculum Training Programme (NCTP)³. The training programme equips them with the relevant skills and knowledge and is comprised of two training programmes:

- Support Teacher of school swimming
- Teacher of school swimming that use a combination of theory and practical sessions on how best to deliver school swimming.

3. Additional adults

Additional school staff frequently support the delivery of school swimming. School risk assessments should determine the number of teaching assistants and adult helpers needed to ensure safe supervision levels when pupils are being transported to and from the pool, changing for swimming, waiting on poolside and should an emergency arise.

They should also know the emergency procedure of the pool, which should include the location and operation of the pool's emergency alarm and how to obtain the emergency services and additional adult help.

Roles and responsibilities

A high degree of cooperation and coordination needs to exist between all those involved in planning and teaching school swimming lessons. Dialogue should be on-going and two-way so that everyone is clear about their roles and responsibilities and knows what is expected of them throughout the visit to the pool. These roles should be clearly defined in the service level agreement provided by the school swimming provider to the school.

Curriculum swimming providers should refer to their own documentation to determine such aspects as number of lifeguards, swimming teachers and their qualifications to groups of pupils and safe working practices. These should be agreed with schools.

It is important that curriculum swimming providers also have an understanding of the role of the Local Authority, governing bodies and boards of trustees. A good starting point is the document 'Safe Practice: in Physical Education, School Sport and Physical Activity' (Association for Physical Education, 2016)⁴. Updated every four years, this well-regarded document uses examples of case law to illustrate and explain the law as it relates to physical education, school sport and physical activity. The document explains how schools and those assisting them can fulfil

³ www.swimming.org/schools/school-swimming-training/

⁴ www.afpe.org.uk/physical-education/safe-practice-in-physical-education-school-sport-physical-activity-2016/

their duty of care and comply with other health and safety laws through 'teaching safely and teaching safety' (Safe Practice, Association for Physical Education, 2016, p1). Every curriculum swimming lesson should give due regard to teaching safely and teaching safety.

Explaining responsibility

Case law has established that, in the case of schools, responsibility for the actions of a third party cannot be delegated. Therefore, those responsible for a school ('the employer') whether Local Authority, governing body, board of trustees or proprietor remain liable for any negligent act, including acts of negligence by a third party when they are contracted by the school. In these circumstances schools are required to undertake pre-checks of competence and monitor the work of the third party. In consultation with the third party, those designated with the responsibility of school swimming, on behalf of the school – usually a PE coordinator or class teacher – should ensure that activities are taught safely, are appropriate for the ability of the pupils and build on pupil's previous learning.

Class ratios

The following recommended ratios are starting points for determining actual pupil-teacher ratios, which will depend on the outcome of a risk assessment designed to ensure high quality, effective swimming lessons are delivered.' These ratios can be found in 'Safe Supervision of programmed swimming lessons and training sessions (2018),

Non-swimmers and beginners (Learners with or without floatation aids that cannot swim 10m comfortably)	12:1
Improving swimmers (Learners who have mastered stroke technique and have the ability to swim 10m comfortably and safely.)	20:1
Mixed ability groups (not including beginners) all should be able to swim 25m minimum. Mixed ability groups are often a necessity in managing school groups.	20:1
Competent swimmers (those who can swim at least 25 metres competently and unaided and can tread water for 2 minutes)	20:1
Swimmers with special educational needs and disabilities (SEND) Each situation must be considered independently as people with disabilities are not a homogenous group	1-1 upwards

Lifeguards

It is usual for curriculum swimming providers to include lifeguard provision as part of the hiring agreement. Individual providers will need to consult their own policies regarding the specific role and qualifications of lifeguards, and the ratios of lifeguards to school pupils.

Managing Health and Safety in Swimming Pools (2018) recommends that everyone who provides a lifesaving role - whether as lifeguard or teacher - should hold an appropriate lifesaving award that demonstrates, as a minimum, their ability to effect a rescue from the deepest part of the pool in which they operate and carry out basic life support.

A separate lifeguard may not be required when programmed swimming sessions are taking place. In these situations, where the risk is limited due to the nature of the activity and the degree of control exercised, the teacher, competent in lifesaving, may provide the safety cover. Appropriate lifesaving competencies include rescue skills, basic life support and knowledge of relevant site specific aspects of the Pool Safety Operating Procedures (PSOP), which deals with emergency situations.

Further information about safe supervision can be found in the document, 'Safe supervision of programmed swimming lessons and training sessions (2018)'⁵.

Expectations

What swimming providers can expect from primary schools

- Water-time is precious, therefore pupils should be ready at the start of the lesson and swimming teachers should focus on interacting with them throughout the session.
- School teachers should take responsibility for general order and discipline. They, and any accompanying teaching assistants or support staff, should maintain high levels of supervision in the changing rooms, on poolside and while pupils are swimming.
- School staff should play an active role in supporting learning and deal with behaviour and welfare issues, including any medical requirements.
- School teachers should provide up-to-date, accurate registers of those attending swimming.
- School teachers should relay to swimming teachers details of those pupils who have specific additional needs and any individual medical treatment needs.

What primary schools can expect from swimming providers

- The responsibility of the swimming teacher begins when the school teacher, or other school representative, has handed over the group of pupils and informed them of the number of pupils swimming, together with any additional information about pupil's specific needs.
- The duty of the swimming teacher ends when the pupils leave the water and, whilst still on poolside, are returned to the care of the school teacher or other school representative. However school staff must stay on poolside at all times.
- Support to ensure primary schools can accurately report the percentage of pupils that achieve each of the national curriculum outcomes.

⁵ www.swimming.org/library/documents/656/download

EXTERNAL PROVIDERS THAT OFFER POOL SPACE AND CHANGING FACILITIES ONLY

In some cases primary schools will only require pool space and changing facilities. This is likely to be because they already have the resources and expertise to organise, manage and deliver their own swimming lessons, but require an external venue.

Facilities and programming

The information above regarding facilities and programming is relevant for those who are only providing pool-time. However, it is important that facility operators - whether they are independent or a national provider - challenge the school about their requirements. In some instances, schools may not realise the benefits that an all-in-one package can bring. They may also not realise the level of training required by teachers to deliver effective swimming and water safety lessons.

Approaching schools individually or through a central local authority contact can be a good way to ensure schools are providing the most appropriate curriculum swimming and water safety lessons possible.

MORE INFORMATION

More information about curriculum swimming and water safety can be accessed via swimming.org/schools. This includes a range of resource materials for schools, providers, swimming teachers and parents/carers.

Additional links:

- Association for Physical Education (afPE)
www.afpe.org.uk
- Youth Sport Trust
www.youthsporttrust.org
- Swim England
www.swimming.org/swimengland
- Department for Education information on swimming and water safety
www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study
- Health and safety in swimming pools HSG179
www.hse.gov.uk
- Guidance for the management of outdoor learning, off-site visits and learning outside the classroom
www.oead.info/what-we-do/oead-guidance
- Safe Practice: in Physical Education, School Sport and Physical Activity
www.afpe.org.uk/physical-education/safe-practice-in-physical-education-school-sport-physical-activity-2016/
- Swim Safe - outdoor swimming and water safety programme
www.swimsafe.org.uk
- RLSS - runs the annual drowning prevention week
www.rlss.org.uk/drowning-prevention-week

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education
Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

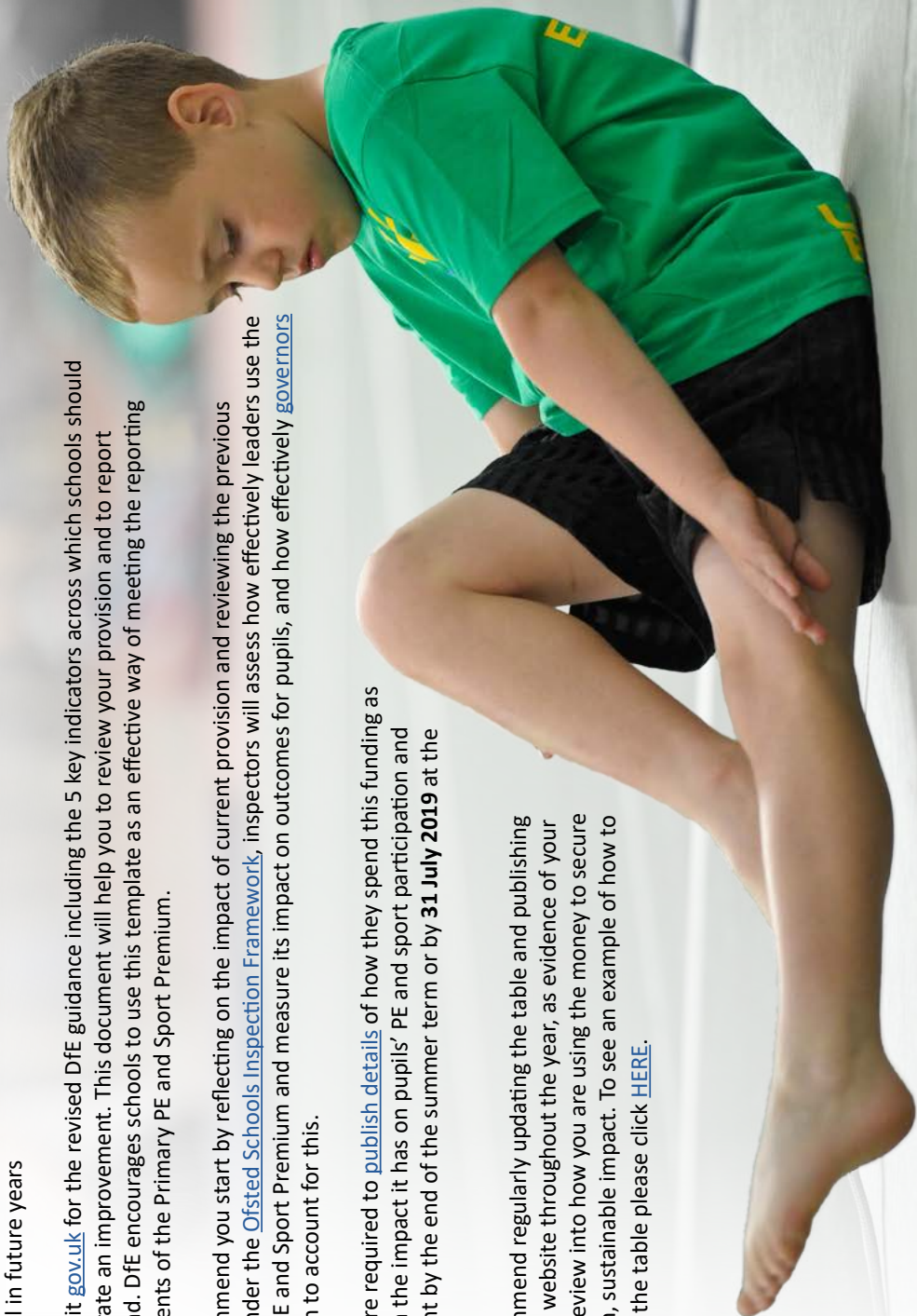
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2018/19	Total fund allocated: £	Date Updated:	Percentage of total allocation:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school			%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	
			%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:	
					%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:		Sustainability and suggested next steps:	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:	
					%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:		Sustainability and suggested next steps:	
Additional achievements:						
Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:	
					%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:		Sustainability and suggested next steps:	

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CONTINUING THE SWIMMING JOURNEY: FROM KEY STAGE 2 TO KEY STAGE 3

Learning to swim and understanding how to stay safe in the water is not just about passing a test and ticking a box, these basic requirements will help young people to have the best chance of acting responsibly around water and surviving in it.

There should be no need for a child to leave primary school without achieving the minimum national curriculum requirements for swimming and water safety. However, where this happens, schools should signpost pupils to summer school courses at local pools or encourage parents to take their children swimming.

Despite not being a formal part of the PE curriculum at Key Stages 3, 4 or 5, many secondary schools continue to develop swimming and water safety skills to ensure confidence, knowledge and ability is retained.

As such, information about pupils that have not achieved national curriculum swimming and water safety requirements should be communicated to the next school so they can put into place additional support to help them become competent and proficient swimmers.

It is vital this happens: young people who are unable to swim are at greater risk around water and may not be able to take part in other water-based activities at secondary school. The older they are the more at risk they can become as they begin to associate with their peers and friends rather than adult family members. It is known that peer-pressure can cause young people to take greater risks and get themselves into dangerous situations around water, sometimes with tragic consequences.

Swim Group comment:

"It is important to remember that meeting the minimum national curriculum requirements for swimming and water safety does not guarantee the safety of a child when in, on, or near water.

Education and professional learning should be on-going, and all those responsible for young people should take every opportunity to explain the dangers of water and provide on-going opportunities to develop and improve swimming, survival and self-rescue skills.

Although not in the national curriculum for Key Stages 3, 4 or 5, the recommendation from the Swim Group is that by Key Stage 5, every young person should be able to swim 400m competently. They should also know, and understand, the individual peculiarities and characteristics of inland and coastal water so they can make informed decisions about enjoying the water safely and responsibly."

