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**Swimming Policy**

**J.Johnson**

**November 2022**

**Approved by Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## **Curriculum Intent**

## Here at Lodge Farm Primary, as part of Shine Academies, we all believe in the importance of teaching swimming as a vital life skill for all our pupils. The aim of this policy is to instil passion for swimming and exercise for life.

**Intended learning outcomes**

Every school should provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught:

* to swim competently and confidently over a distance of *at least* 25 metres;
* to use a range of strokes effectively e.g. front crawl, backstroke and breaststroke;
* to practise safe, self-rescue in water-based situations.

**Implementation**

The swimming programme of study consists of:

1. Swim competently, confidently and proficiently over a distance of at least 25 metres.

This would mean demonstrating: a continuous swim of more than 25 metres without touching the side of the pool or the pool floor and 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. Using an ineffective stroke and just managing to swim 25 metres does not meet the minimum requirement. 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).

1. 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.

1. 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.

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.

**Lesson delivery**

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.

**Beyond minimum requirements**

The aim of the national curriculum 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 that 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.

**Additional activities in the poo**l

* Using a range of swimming skills and strokes for different purposes. This could include basic water polo or perhaps synchronised swimming elements.
* Swimming longer distances and for increasing amounts of time. Taking part in events such as School Swim-a-thon or the School Games swimming galas can provide different activities.
* An approved Rookie Lifeguard programme.

# **Safeguarding, safe practice, equality and diversity**

The Trust is fully committed to ensuring the equal treatment of all its pupils and staff, and this is reflected in the delivery of swimming lessons as part of our PE curriculum.

The Trust is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

* + Ethnicity
	+ Culture
	+ Religion/beliefs
	+ Gender
	+ Disability
	+ Sexual orientation

Children are closely supervised walking to and from Willenhall E-ACT and then in dry changing areas by appropriate staff members.

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# Any instance of discrimination, harassment or bullying is dealt with promptly, in keeping with the school’s **Equality Policy** and **Anti-bullying Policy**.

# **Policy review**

# The swimming policy is subject to change based on review by the subject leader and governing body.