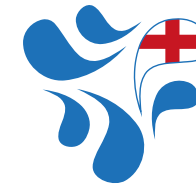


National Water Safety Education Pathway (3 to 18 year olds)



water safety
England

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Introduction

This Water Safety and Swimming Education Pathway is designed to provide practical examples of how water safety education can be implemented, including suggested activities linked to the Water Safety Code, as well as signposting to resources and lesson plans. It supports teachers, practitioners and parents to develop and deliver tailored water safety resources and interventions at each learning stage, supporting all school aged children and their families to build lifesaving skills and understanding.

The National Water Safety and Swimming Competency Framework provides a strategic overview of the water safety skills, knowledge and key benchmarks that every child should know at each stage of their education, mapping key water safety competencies to the National Curriculum and the Learn to Swim Framework.



Stop and Think



Stay Together



In an emergency, Float



Call 999 or 112

Who is this pathway for?

This framework has been designed to support teachers, parents and swim school providers with the delivery of water safety education across all key stages. Recognising the importance of age-appropriate messaging, our aim is to support practitioners in the development and delivery of new water safety resources and interventions, promoting essential water safety skills, knowledge and competencies throughout every child's educational journey.

There are many opportunities for young people to receive water safety messaging, from school swimming and water safety lessons, to national campaigns such as the RLSS UK Drowning Prevention Week. In addition, many children will have these messages reiterated and brought to life through school-based sessions delivered by emergency service personnel, or through activities at water side locations, such as beaches, parks and waterways.

It is important to note that this approach supports and promotes young people's safe and increased participation in water-based activities, empowering them to enjoy the water safety.

How is this pathway laid out?

This pathway and associated framework detail the core swim and water safety competencies that every child should know at each stage of their learning. Using the headline messages of the **Water Safety Code**, it sets out age-appropriate learning outcomes, activities and resources to support the development of learning materials across each stage as follows:

Stage 1

Core Competencies and Fundamental Skills

3-7 years (Early Years Foundation Stage and Key Stage 1)

Stage 2

Acquiring Skills 7-11 years (Key Stage 2)

Stage 3

Applying Skills 11-14 years (Key Stage 3)

Stage 4

Independent Application 14-18 years (Key Stages 4 and 5)

SEND

Special Educational Needs and Disabilities (SEND)

The National Curriculum

In England, it is currently a statutory requirement for schools to deliver the following three national curriculum outcomes for swimming and water safety through the Physical Education (PE) Curriculum to each pupil by the end of Key Stage 2:

- Perform safe self-rescue in different water-based situations¹
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively, e.g. front crawl, backstroke, and breaststroke.

From September 2026, it is a statutory requirement in England that the RSE (Relationships and Sex Education) guidance for schools includes the following water safety outcomes for each pupil:

- **Primary:** how to recognise risk and keep safe around water, including the Water Safety Code
- **Secondary:** how to identify risk and manage personal safety in increasingly independent situations, including water (including the Water Safety Code), and in unfamiliar social or work settings (for example, the first time a young person goes on holiday without their parents); how to recognise and manage peer influence in relation to risk-taking behaviour and personal safety; basic first aid, including basic treatment for common injuries and ailments; and life-saving skills, including how to administer CPR, the purpose of defibrillators, when one might be needed and who can use them.

Core Competencies and Fundamental Skills

Early Years Foundation Stage and Key Stage 1 (Ages 3 to 7)

Learning Objectives and Outcomes	Key Vocabulary	Key Questions	Suggested activities to be used in the lesson	Campaigns and useful resource links
<p>Context</p> <p>To begin to develop an understanding of how to be safe and have fun in and around water when with an adult.</p> <p>Key Learning Objectives</p> <p>I'm learning to stay safe around water with an adult or grown up</p> <p>Key Learning Outcomes</p> <p>I know it is important to be able to swim (for fun, to stay healthy and safe) (AB1)</p> <p>I know there are many different ways in which people can enjoy the water (AB2)</p> <p>I can recognise lifeguards and the safe swimming flags (ST1)</p> <p>I know that water is moving and I understand there are dangers to being in and around water (ST2)</p> <p>I know some ways of spotting dangers near water (ST3)</p> <p>I can recognise bodies of water around the home and in my local environment (ID1)</p> <p>I know it is important to hold an adult's hand when asked to keep safe and avoid falling in (PL2)</p>	<p>Stop and Think</p> <p>Water</p> <p>Staying safe</p> <p>Cold</p> <p>Warm</p> <p>Shivering</p> <p>Stay Together</p> <p>Stay close to an adult, parent or guardian</p> <p>Fun</p> <p>In an emergency</p> <p>Float</p> <p>Floating</p> <p>Sink</p> <p>Sinking</p> <p>Starfish</p> <p>Pencil</p> <p>Relax, be calm</p>	<p>Stop and Think</p> <p>Can you think of three things you would find at a... (beach, river, lake)</p> <p>What is different about the sea and a river?</p> <p>Stay Together</p> <p>What activities do you like to do with your family, siblings or friends?</p> <p>Why is it important to stay together?</p> <p>How many people have been around water?</p> <p>Has anyone seen a swimming pool?</p> <p>What do we know about swimming?</p> <p>Is anyone learning to swim?</p> <p>What does it feel like to splash in a puddle or paddle at the sea?</p> <p>What do you need to take for a trip to the beach?</p> <p>What do you need to wear for a walk in the rain/splashing in puddles?</p> <p>If you get into trouble in the water, float</p> <p>Can you investigate whether an object will float or sink?</p>	<p>Stop and Think</p> <p>Talking tub: pupils touch and feel the objects in the box to generate discussion (goggles, armbands, towel, sunscreen, hat, sunglasses, shells, sand, etc.)</p> <p>Beach bag: pupils have an outline of a beach bag and need to draw in the bag what they would bring for a day to the beach. Pictures on the board can generate thinking, including items that might not be safe (rubbish, broken glass, etc.)</p> <p>If you get into trouble in the water, float</p> <p>Use water play to introduce the concept of floating, using items that float differently (this could progress through different developmental ages). Note: any teaching around buoyancy must reflect that concern, so highlighting ways younger children could safely practice buoyancy at a swim lesson or with supervision from a parent or guardian.</p>	<p>PE Curriculum at Key Stage 2 - All primary schools must provide swimming instruction either in Key Stage 1 or Key Stage 2</p> <p>Royal National Lifeboat Institution Resources</p> <p>RNLI Seaside Safety Song Video: 'Is this safe?'</p> <p>This activity uses short video clips to demonstrate to children the right and wrong way to behave around different bodies of water.</p> <p>School Resources – Water Safety Workshops</p> <p>Is it safe?</p> <p>Swim England Resources</p> <p>School Resources</p> <p>Swim England Oscar Animation</p> <p>Embark on an adventure with Oscar as he navigates through various water-themed sceneries.</p>

Learning Objectives and Outcomes	Key Vocabulary	Key Questions	Suggested activities to be used in the lesson	Campaigns and useful resource links
<p>I know it is important to stay within arm's reach of adults when playing in or near the water (PL3)</p> <p>I know that everyone can float but that this may look different and require practice (FL1)</p> <p>If I get into trouble in water, I know to roll over and float on my back or to hold on to something that floats then raise my arm and shout for help (FL2)</p> <p>I know to tell an adult in an emergency and (if able) to call 999 or 112 (EM1)</p>	<p>In an emergency, phone 999 or 112</p> <p>Help</p> <p>Phone</p> <p>Call</p> <p>Lifeguard</p> <p>Coastguard</p> <p>Lifeboat crew</p> <p>Goggles</p> <p>Armbands</p> <p>Towel</p> <p>Suncream</p> <p>Hat</p> <p>Sunglasses</p> <p>Shell</p> <p>Sand</p>	<p>Why is it important for us to float in water when we swim?</p> <p>In an emergency, phone 999 or 112</p> <p>Who can help you if you are in trouble? Trusted adults – identify parents and carers.</p> <p>Who can help you if you see someone in trouble?</p> <p>Why would it be very dangerous to go into the water to help someone?</p> <p>Why should you not go into the water?</p>	<p>In an emergency, phone 999 or 112</p> <p>Real Life Rescue Workshop This activity teaches the important emergency message of phoning 999 or 112. It features a fictional story about a boy called Andy and his dog Flea who become involved in an emergency rescue.</p> <p>Tuff Trays: Create a scene using blue tissue paper/shiny blue paper for the sea and yellow paper for sand or pebbles. Create a cliff using tissue paper or building blocks e.g. wooden blocks or Lego. Print and cut characters and stick them to lollipop sticks (lifeguards, adults, children, dogs, someone on a paddle board or inflatable) and put around the scene with different beach flags and key words for water safety messages – stop and think, dangers, float, call for help.</p>	<p>Canal & River Trust Resources</p> <p><u>Water Safety for Little Explorers Video</u></p> <p><u>Quack Quack, Take 2 Steps Back Book</u></p> <p>Squirrel and Mouse are playing with their acorn ball, but “Oh no!” it falls into the canal. Find out how, with the help of their friends, they get their nut back and learn all about staying safe by water.</p> <p>Royal Life Saving Society UK Resources</p> <p><u>Pre-School Resources & Primary School Resources</u></p> <p><u>SEND School Resources</u></p> <p><u>RLSS Drowning Prevention Week</u></p> <p>Drowning Prevention Week (DPW) is the RLSS UK's biggest campaign of the year, targeting families, carers, teachers and instructors of children aged five to fifteen years old with the aim of educating them about water safety. Drowning Prevention Week is deliberately timed ahead of the school summer holidays when children spend more time outdoors and when vital water safety skills can help keep children safe.</p>

Acquiring Skills

Key Stage 2 (Ages 7 to 11)

Learning objectives and outcomes	Key Vocabulary	Key Questions	Suggested activities to be used in the lesson	Campaigns and useful resource links
<p>Context</p> <p>To develop an understanding of how to be safe and have fun when in, on or around water</p> <p>Key Learning Objectives</p> <p>I'm learning how to stay safe when supervised in, on and around water</p> <p>Key Learning Outcomes</p> <p>I know how to enjoy being in and around the water and know how to behave safely (AB4)</p> <p>I know the water safety code (AB6)</p> <p>I can identify where is/isn't a safe place to swim, including recognising beach flags, windsocks and safety signs (ST4)</p> <p>I know that cold water will affect my ability to swim (ST6)</p> <p>I know that hazards and risks can't always be seen, and can change depending on the different waterside location, can change at different times of the day or year, can change depending on weather conditions, and can change depending on my chosen activity (ID5)</p> <p>I know that even though I can swim, dangers are present in and around the water (ID6)</p>	<p>Stop and Think</p> <p>Cold water</p> <p>Staying safe</p> <p>Weather</p> <p>Dangers</p> <p>Depth of water</p> <p>Strength of water</p> <p>Hidden dangers</p> <p>Temperature of water</p> <p>Risk assessment</p> <p>Stay Together</p> <p>Stay close to an adult/parent/guardian</p> <p>Keep within your depth</p> <p>Be prepared for a trip</p> <p>Float</p> <p>Floating</p> <p>Sinking</p> <p>Starfish</p> <p>Pencil</p> <p>Buoyancy</p> <p>Relax, be calm</p> <p>Treading water</p> <p>Sculling</p> <p>Shout for help</p>	<p>Stop and Think</p> <p>Do you enjoy being in the water?</p> <p>What fun activities can you do safely in or near water?</p> <p>Where is the safest place to swim?</p> <p>How can we stay safe around water?</p> <p>How does it feel to jump into a paddling pool or swimming pool?</p> <p>How might it feel to fall into cold water?</p> <p>What might be dangerous about swimming in a river (canal/beach/lake)?</p> <p>Stay Together</p> <p>Why is it important to stay close to an adult when you're near water?</p> <p>Do you always tell someone where you are going and when you plan on returning?</p> <p>If you were going out to spend time near water, who would you be with and where would you go?</p> <p>In an emergency, phone 999 or 112</p> <p>Why is it important to never go into the water to help an animal or person? What would you do in an emergency?</p> <p>What is the first thing you should do?</p>	<p>Stop and Think</p> <p>Activities focused on hazard perception and risk recognition (i.e. spot the dangers resource)</p> <p>If you get into trouble in the water, float</p> <p>Think-Pair-Share: Use case studies (real or fictional) to discuss what happened and why, and what they would do in that scenario.</p> <p>In an emergency, phone 999 or 112</p> <p>Concept cartoon: A situation is presented in a cartoon format and around this image are four different people giving different statements/ opinions.</p> <p>Example: in the middle of the screen is a drawing of someone at the beach and their ball has drifted out to sea.</p> <p>Person one says: We should go in to get it, the water doesn't look that deep.</p> <p>Another says: We should ask the lifeguard to help. We should leave the ball, it's too dangerous to go in, etc.</p>	<p>PE Curriculum at Key Stage 2 – All primary schools must provide swimming instruction either in Key Stage 1 or Key Stage 2</p> <p>In particular, pupils should be taught to: perform safe self-rescue in different water based situations; use a range of strokes effectively such as front crawl, backstroke and breaststroke; and swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>What does 'perform safe self-rescue in different water based situations' mean?</p> <p>Pupils should know the dangers of water and how to act responsibly when playing in and near different water environments. This includes understanding and adhering to the key messages for staying safe around water; being able to use appropriate survival and self-rescue skills if they fall in unintentionally or get into difficulty, and knowing what to do if others get into trouble.</p> <p>Royal National Lifeboat Institution Resources</p> <p>School Resources Water Safety Workshops</p> <p>Cold Water Impact and Teacher Toolkit</p> <p>A practical experiment designed to measure the body's responses to cold water immersion. Children learn about the automatic responses that can't be controlled; the activity reinforces what to do if they find themselves unexpectedly in cold water.</p>

Learning objectives and outcomes	Key Vocabulary	Key Questions	Suggested activities to be used in the lesson	Campaigns and useful resource links
<p>I know if I fall into cold water to roll over and float on my back until the effect of cold water shock has passed, then call for help by raising my hand and shouting to draw attention or to swim to safety if I can (FL3)</p> <p>I can recognise someone who may be in difficulty and needs help (EM4)</p>	<p>In an emergency, phone 999 or 112</p> <p>Emergency</p> <p>Float</p> <p>999</p> <p>Get an adult</p>	<p>How should we respond in an emergency?</p> <p>Why is it important to stay calm?</p> <p>What information do you need to give in a 999 phone call?</p>		<p>Royal Life Saving Society UK Resources</p> <p><u>RLSS Drowning Prevention Week</u> (see page 1)</p> <p><u>RLSS Resources</u> and <u>Water Smart Schools</u></p> <p><u>Video – The Water Safety Code</u></p> <p><u>HM Coastguard Resource</u></p> <p><u>Stay safe at the coast activity booklet</u></p> <p><u>Canal and River Trust Resources</u></p> <p><u>Water Safety</u></p> <p><u>Oak Academy</u></p> <p><u>Oak Academy pre-swimming familiarisation activity and water safety</u></p> <p><u>Swim England Resources</u></p> <p><u>School Resources</u></p>

Progression: Swimming and Lifesaving

Surf Life Saving GB

Surf Life Saving GB club volunteer trainers deliver over 4,000 Surf Life Saving awards each year with Beach, Lifesaver and Surf Lifeguard training delivered to the highest National Vocational standards. These awards are focussed on providing skills and knowledge to save lives and prevent drowning in open water.

RLSS UK

RLSS UK have several awards and programmes to suit all ages and abilities. Their network of lifesaving clubs across the UK and Ireland provide a fun and supportive environment to learn more about water safety.

Swimming Teachers Association

STA's regulated qualifications are approved by UK regulatory bodies and appear on the regulatory framework.

Swim England Aquatics Skills Framework

The Learn to Swim Stages 8-10 Awards offered as part of the Swim England Aquatic Skills Framework can focus on anything from competitive swimming to rookie lifesaving and snorkelling.

Applying Skills

Key Stage 3 (Ages 11 to 14)

Learning objectives and outcomes	Key Vocabulary	Key Questions	Suggested activities to be used in the lesson	Campaigns and useful resource links
<p>Context</p> <p>To develop an understanding of water related risks to ensure safety when I'm alone or with friends</p> <p>Key Learning Objectives</p> <p>I'm learning how to keep myself and others safe when around water</p> <p>Key Learning Outcomes</p> <p>I know the risks that water presents and my responsibilities to keep myself and those around me safe in and around the water (AB8)</p> <p>I recognise the need for safety planning when taking a trip to a waterside location and am aware of how to access the information I need (AB9)</p> <p>I know that there are more challenges to swimming outdoors, such as cold water, waves, rip currents, weeds, sudden temperature changes (ST7)</p>	<p>Stop and Think -</p> <p>Risk</p> <p>Hazard</p> <p>Dynamic risk assessment</p> <p>Hypothermia</p> <p>Depth of water</p> <p>Strength of water</p> <p>Hidden dangers</p> <p>Currents</p> <p>Tides</p> <p>Stay Together</p> <p>Stay in a group</p> <p>Always tell someone where you are going and when you'll be coming back</p> <p>Floating</p> <p>Means of calling for help</p> <p>Planning a trip to water</p> <p>Decision</p>	<p>Stop and Think</p> <p>Why are some hazards not visible or clear to see? What are they?</p> <p>Why can water be dangerous?</p> <p>How can water differ depending on the location? For example, how is a lake different from a river?</p> <p>How can water be fun? Which activities do you like to do?</p> <p>How could you get involved in activities locally in a safe manner?</p> <p>Stay Together</p> <p>Do you always tell someone where you are going and when you plan on returning?</p> <p>Do you bring a means of calling for help, such as a phone?</p> <p>Do you always go out in a group, or with an adult?</p> <p>Why is it important to stay together?</p>	<p>Stop and Think</p> <p>Think-Pair-Share: "I never take risks around water." Pupils think about the statement and be prepared to give their opinion, using a continuum of 1 to 10 (1 = totally agree, 10 = totally disagree) to illustrate their point of view.</p> <p>Four images on the board showing different water environments. List of discussion questions on the board to guide discussions.</p> <p>Challenge question on the screen: What are the differences between swimming in a pool and the sea? Pupils are given different 'destinations' with mixed weather and scenarios. They need to work in pairs or in a group to come up with a plan of what they need to take with them, risks they would need to consider and how they could avoid hazards and have fun. Groups feed back to class.</p>	<p>Royal Life Saving Society UK Resources</p> <p>Secondary Resources</p> <p>SEND School Resources</p> <p>Swim England Resources</p> <p>School Resources</p> <p>Canal & River Trust Resources</p> <p>Water Safety information for young people of secondary school age – Have you got their back?</p> <p>Teacher Lesson Plan</p> <p>Royal National Lifeboat Institution Resources</p> <p>Decision Making Workshop</p> <p>In this award-winning activity, students watch the videos to decide what to do when faced with different dilemmas near the water.</p>

Learning objectives and outcomes	Key Vocabulary	Key Questions	Suggested activities to be used in the lesson	Campaigns and useful resource links
<p>I can assess risks, evaluating who might be harmed and how, and how severe the harm could be (ID8)</p> <p>I know what to do to keep myself and others safe, and can make safe decisions about how to help those in my care or friendship group stay safe and make safer decisions (PL7)</p> <p>I remember how to float as well as the HELP and huddle positions – if I fall into water with other people I know to stay together to float and keep warm (FL7)</p> <p>I know not to enter the water if someone is in trouble but to look for a flotation aid or public rescue equipment to support them and then wait for help to arrive (Phone, Float, Throw) (EM7)</p>	<p>Float</p> <p>Float</p> <p>Cold water shock</p> <p>Sculling</p> <p>Buoyancy</p> <p>Treading water</p> <p>In an emergency, phone 999 or 112</p> <p>Phone 999</p> <p>Safety equipment</p> <p>Disorientation</p> <p>Reassure</p> <p>Stay calm</p> <p>Shout for help</p>	<p>If you are in trouble in the water, float</p> <p>What is cold water shock? How might falling or jumping into cold water affect you physically and emotionally?</p> <p>How can floating on your back help you in an emergency?</p> <p>How does it feel to jump into a swimming pool?</p> <p>How might it feel to fall into cold water outdoors?</p> <p>Can you tell how deep the water is? What hidden dangers could there be? Why does the water level change?</p> <p>In an emergency, phone 999 or 112</p> <p>Why is it important to remain calm?</p> <p>What information would the emergency services need to get to the scene as soon as possible?</p>	<p>Cold water shock activity: using a bucket with cold water, two volunteers place their writing hands into the water. How long can they keep their hands in for? How does it feel? How would they feel if they fell into cold water unexpectedly? The volunteers are then asked to use a pen to try to write their name on paper after their hand has been submerged. How does it feel? Did they notice a difference?</p> <p>If you get into trouble in the water, float.</p> <p>Fight or Float Activity: this simple, short exercise gives the pupils an idea of the lifesaving differences between fighting against cold water and floating to live.</p>	<p>Teacher Resources Water Safety Workshops</p> <p>RLSS UK Resources</p> <p>RLSS Drowning Prevention Week (see page 1)</p> <p>The Black Swimming Association Advice on understanding and addressing barriers that limit communities of African, Caribbean and Asian heritage from engaging in aquatics and water safety.</p> <p>National Fire Chiefs Council (NFCC)</p> <p>StayWise gives teachers, home educators and emergency services workers free access to curriculum-aligned safety resources.</p> <p>RoSPA Resources</p> <p>RoSPA Water safety code</p>

Independent Application

Key Stage 4 and 5 (Ages 14 to 18)

Learning objectives and outcomes	Key Vocabulary	Key Questions	Suggested activities to be used in the lesson	Campaigns and useful resource links
<p>Context</p> <p>I respect the water and can respond safely when new water risks are introduced</p> <p>Key Learning Objective</p> <p>I'm learning to manage new water risks independently</p> <p>Key Learning Outcomes</p> <p>I know how to identify hazardous situations in and around the water and avoid them by making sensible, informed decisions (AB10)</p> <p>I know how to safely plan a trip to a waterside location and where to find relevant and reliable information relating to weather, tides, etc. (including holidaying without parents, guardians or overseas) (ST8)</p> <p>I know I might be at increased risk near water with my peers (elements of peer pressure, risk taking, alcohol and drugs) (ID11)</p> <p>I know to carry a mobile phone in case of emergency (PL10)</p> <p>I can make safe decisions and help those in my care or friendship group stay safe and make safer decisions (PL11)</p>	<p>Stop and Think</p> <p>Risk</p> <p>Hazards</p> <p>Dynamic risk assessment</p> <p>Currents</p> <p>Tides</p> <p>Offshore wind</p> <p>Depth of water</p> <p>Cold water shock</p> <p>Effects of alcohol/ drugs</p> <p>Stay Together</p> <p>Treading water</p> <p>Sculling</p> <p>Aquatic breathing</p> <p>Floating</p> <p>Safe entries and exits</p> <p>Means of calling for help (e.g. phone)</p> <p>Can you access it?</p>	<p>Stop and Think</p> <p>How could your actions affect others?</p> <p>Do you have enough knowledge to keep safe around water?</p> <p>How can water be dangerous?</p> <p>What is an offshore wind?</p> <p>How can you keep yourself safe around water?</p> <p>How can you create a dynamic risk assessment to respond to different emergency situations?</p> <p>How can some dangers be hidden?</p> <p>What top tips would you tell a younger person about water safety?</p> <p>How can drugs and alcohol alter your ability to make good decisions near water? What could the consequences be?</p> <p>Stay Together</p> <p>What is your swimming ability?</p> <p>How can you get involved in fun water-based activities? How could I share this safety information with people around me?</p> <p>What career/voluntary opportunities are available to me in the aquatic and water safety world?</p>	<p>Stop and Think</p> <p>Conversations: pupils are placed into groups of four to six and are given discussion questions (see key questions column). After sufficient time has passed for the discussion to develop, one or two pupils from each group rotate to a different group, and the other group members remain where they are. Once in their new group, pupils discuss a different but related question and may also share some of the key points from their last group's conversations. For the next rotation, pupils who have not rotated before may be chosen to move, resulting in groups that are continually evolving (this could be combined with case studies).</p> <p>Stay Together</p> <p>Philosophical chair: a statement that has two possible responses (agree or disagree) is read out. Depending on whether they agree or disagree with this statement, pupils move to one side of the room or the other. From that spot, pupils take turns defending their positions, e.g. "If you are a good swimmer you can't drown". Facts can be slowly offered to the class, which may prompt them to change their response.</p>	<p>Royal National Lifeboat Institution Resources</p> <p>School and College Resources</p> <p>Water Safety Workshops</p> <p>Tales from the Edge: REWIND</p> <p>This range of activities has been put together to add to young people's existing water safety knowledge. It's aimed at students over the age of 14. The activities create opportunities for discussion, to provoke a new understanding of how important water safety is.</p> <p>Royal Life Saving Society UK Resources</p> <p>RLSS Resources and Water Smart Schools</p> <p>Canal & River Trust Resources</p> <p>CRT Secondary School Resources</p> <p>Swim England Resources</p> <p>School Resources</p> <p>Water Safety Campaigns</p> <p>Don't Drink and Drown – RLSS UK campaign encouraging smart decision making after drinking alcohol around water. It asks individuals to be responsible for their friends if they have had too much to drink; helping them to return home safely.</p> <p>Phone Float Throw - educates people on what to do when they see someone struggling in the water: Phone 999 to get help, tell the person to stay calm and float on their back, and throw rescue equipment to help them float until emergency services arrive.</p>

Learning objectives and outcomes	Key Vocabulary	Key Questions	Suggested activities to be used in the lesson	Campaigns and useful resource links
<p>I understand the effects that cold and moving water have on the body and, if I enter the water unexpectedly, I know how to float until the effects of cold shock have passed, before calling for help by raising an arm and shouting to draw attention or swimming to safety (FL8)</p> <p>I know how to help someone who is immersed in cold water until help arrives (EM8)</p>	<p>In an emergency, phone 999</p> <p>Float Call 999</p> <p>Instructing emergency services</p> <p>Safety equipment</p> <p>Hypothermia</p> <p>Endurance</p> <p>Disorientation</p> <p>Panic</p> <p>Self-rescue</p> <p>Assisting a casualty</p> <p>Public rescue equipment</p>	<p>If you get into trouble in the water, float</p> <p>Why does floating on your back improve your chance of survival?</p> <p>In an emergency, phone 999 or 112</p> <p>How can you create a dynamic risk assessment to respond to emergency situations?</p> <p>Why is it important to remain calm?</p> <p>What information do I need to provide to the emergency services?</p> <p>Why should you never enter the water to help someone?</p> <p>At what point should you phone 999?</p>	<p>In an emergency, phone 999 or 112</p> <p>Case study example: pupils work in groups (with evidence provided) to discuss questions around what the situation was, what happened, how it happened, how it could have been prevented.</p> <p>Find case study examples from the RNLI's <u>Float To Live</u> campaign.</p>	<p>RoSPA Resources</p> <p><u>Water Safety Quiz</u></p> <p><u>RoSPA Water safety code</u></p>

Special Educational Needs and Disabilities (SEND)

Sadly, drowning remains one of the most common causes of accidental death in children aged between five and 14 years old, and young people with Special Educational Needs and Disabilities (SEND) are at higher risk than the general population. Water safety education is designed to increase awareness of the dangers of water and aims to prevent more tragic incidents from occurring.

Swimming

RLSS UK Rookie Rescue Skills

Rookie Rescue Skills is the RLSS UK programme for children with disabilities. We recognise that not all children will have the opportunity to participate in the Rookie Lifeguard programme, so we've worked with Level Water, our strategic partner, to ensure that all children can access basic self-rescue and lifesaving skills.

Institute of Swimming

The Institute of Swimming's mission is to empower the aquatics community with an expert and passionate workforce that helps more people love the swimming. Their **Supporting Students with SEND in School Swimming** course provides the adaptations and tools needed to improve the overall experience for pupils with SEND who attend school swimming lessons.

Level Water: The Power of Swimming

Level Water give children with disabilities the opportunity to learn to swim. From physical development to social and emotional confidence, swimming is a vehicle to change their lives for the better.

Water Safety

Swim England

Make a splash with water safety education that is as enjoyable as it is informative. Introducing Swim England's brand-new child-friendly **water safety resource video**, starring the one and only Oscar the Otter as your trusty guide, brought to you by the generosity of Inclusion 2024.

StayWise

StayWise gives teachers, home educators and emergency services workers free access to curriculum-aligned safety resources developed by UK fire and rescue services, police, paramedics, RNLI and the Coastguard, alongside other safety-focused organisations. Resources for SEND students include a **water safety video** and **water safety symbols** in Makaton.

RNLI

Language shouldn't be a barrier to getting our safety messages out to the diverse communities across the UK and Ireland. Here are some **translated safety resources**, to reach as many people as we can in our mission to save lives at sea.

Youth Sport Trust

As part of the Inclusion 2028 programme, the Youth Sport Trust have been working with **Swim England** to create water safety training designed specifically for people working with pupils with Special Educational Needs and/or disabilities.

RLSS UK

To promote accessibility and inclusion, our adaptable lesson plans follow the SEND Framework from the PSHE Association. **Access RLSS UK's SEND educational resources.**

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Anyone can drown. No one should.

*A thank you to all of
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