

## Our Aim

One of the seven key aims of Water Safety Wales' *Drowning Prevention Strategy*, is to “*promote and develop learning to swim and water safety education*”. The Welsh Government also acknowledges Recommendation 3 of Mark Allans Law, that, “*The Welsh Government should ensure that there is a coherent education and water safety programme in schools, delivered from a young age. Increasing awareness of the risks presented by water and an understanding of how to stay safe or respond in an accident can save lives*”. Recognising the pivotal role of education, WSW are supporting all practitioners to further develop children's and young people's understanding and awareness of the dangers of open water, enabling them to safely participate in water-based activities.

The provision of age- and progression step-appropriate water safety education supports all children and young people aged 3 to 16 to develop valuable lifesaving knowledge, skills and understanding. The current proposal of one lesson per progression step will support the embedding of water safety education within Curriculum for Wales. Additional extension activities to enhance the learning experience will also be made available. Resources will be hosted on the Curriculum for Wales [Hwb](#) and [Stay Wise Cymru](#) website.

## Health and Wellbeing – Descriptions of Learning

The Curriculum for Wales asks schools and practitioners to design a curriculum which supports learners to become, healthy, confident individuals, ready to lead fulfilling lives as valued members of society. Water safety education contributes significantly to this, ensuring learners:

- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

Water safety is considered within the mandatory Health and Well-being Area of Learning and Experience. One of the key concepts focusses on how our “decision-making impacts on the quality of our lives and the lives of others”. This is part of a broad skillset for learners, supporting them to be able to keep themselves safe in a wide range of situations and contexts and helping learners to understand how their decisions and actions affect themselves, others, and society as a whole. Schools can consider the importance of water safety, which will help

learners understand the factors that influence decision-making, develop skills, and put them in a better position to make more informed, safe, and well-thought-out decisions.

The most applicable Descriptions of Learning for water safety education are as follows:

- **Progression Step 1** “I have an understanding that things can be safe or unsafe.”
- **Progression Step 2** “I can identify and assess risks.”
- **Progression Step 3** “I can identify and assess risks, and I can take steps to reduce them.”
- **Progression Step 4** “I can anticipate, assess and manage risks.”
- **Progression Step 5** “I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.”

Water safety is also relevant to a number of other areas of the Health and Wellbeing Area of Learning and Experience and also parts of the Humanities Area of Learning Experience, the table at the end of this document details this in full.

## Dilynwch y cod diogelwch dŵr bob amser

Pan fyddwch chi yn y dŵr neu o gwmpas y dŵr

### Always follow the Water Safety Code

When in, on or around water



**Stopiwch A Meddyliwch**  
Stop and Think



**Arhoswch Gyda'ch Gilydd**  
Stay Together



**Arnofiwch**  
Float



**Ffoniwch 999**  
Mewn Argyfwng  
Call 999  
in an Emergency



## Dilynwch y Cod Diogelwch Dŵr bob amser

Pan fyddwch chi o gwmpas y dŵr

### Always follow the Water Safety Code

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# 1

## Pwyllwch Stop and Think



**Pan fyddwch chi'n agos at ddŵr, gofynnwch i'ch hun:**

- A yw'n lle diogel i nofio ac a oes achubwr bywyd wrth law?
- Pa mor ddwfn ydyw?
- Pa beryglon allai fod o dan yr wyneb?
- Ar y traeth, ydych chi wedi gofyn i'r achubwyr bywyd am gyngor?


**When you're by the water, ask yourself:**

- Is it a safe place to swim and is there a lifeguard?
- How deep is it?
- What dangers could be under the surface?
- At the beach, have you asked the lifeguards for advice?

## Arhoswch Gyda'ch Gilydd

# 2

## Stay Together



**Gall teulu a ffrindiau helpu mewn argyfwng.**

- Ewch gyda rhywun arall bob amser.
- Dywedwch wrth rywun i ble rydych chi'n mynd a phryd byddwch chi'n dod yn ôl.
- Ewch â ffôn gyda chi i alw am help.


**Family and friends can help in an emergency.**

- Always go with someone else.
- Tell someone where you're going and when you'll be back.
- Carry a phone to call for help.

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# 3

## Float



**Os byddwch chi'n mynd i drafferth yn y dŵr, ARNOFIWCH ar eich cefn nes ichi dawelu**

- Rhowch gynnig ar ymarfer arnofio y tro nesaf y byddwch chi yn y pwll nofio.

**If you get into trouble in the water, FLOAT until you feel calm.**

- Practise floating the next time you're at the swimming pool.

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# 4

## Call 999

**Gallwch chi helpu os es rhywun arall mewn trafferth. Pan fyddwch chi wedi galw 999 i gael help ...**

- Cadwch draw oddi wrth yr ymyl a pheidwch â mynd i mewn i'r dŵr.
- Chwiliwch am rywbeth y gallwch ei daflu i'w helpu i arnofio – fel cylch achub neu bêl-droed.
- Gweiddwch arnyn nhw am aros yn dawel ac arnofio ar eu cefn.

**You can help if someone else is in trouble. Once you've called 999 to get help ...**

- Stay back from the edge and don't go in the water.
- Look for something you can throw to help them float – like a lifering or a football.
- Shout to them to stay calm and float on their back.



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PDF with accompanying activity sheets

Learning objective and outcomes	Key terms and words	Key questions	Potential activities to be used in the lesson	Extension activities
<p><b>Learning objective</b></p> <p>To begin to develop an understanding of how to be safe and have fun in and around water.</p> <p><b>Learning outcomes</b></p> <p>I understand that things can be safe or unsafe</p> <p>I understand that, while water can be fun, I need to stay safe around it.</p> <p>I know to always stay close to an adult when near water.</p> <p>I understand that some things float and some things sink.</p> <p>I understand that there are many different types of water (rivers, canals, the sea, lake/reservoirs, swimming pools) and there are different risks in each.</p> <p>I have a better understanding of the people who help us.</p>	<p><b>Stop and Think</b></p> <p>Water</p> <p>Staying safe</p> <p>Cold</p> <p>Warm</p> <p>Shivering</p> <p><b>Stay Together</b></p> <p>Stay close to an adult/parent/guardian</p> <p>Fun</p> <p><b>Float</b></p> <p>Floating</p> <p>Starfish</p> <p>Relax/Be calm</p> <p><b>Call 999 in an Emergency</b></p> <p>Help</p> <p>Call 999</p>	<p><b>Stop and Think</b></p> <p>How do we feel when something is bothering us?</p> <p>Think of three things you would find at a... (beach, river, lake/reservoir).</p> <p>What is different about the sea and a river?</p> <p><b>Stay Together</b></p> <p>What activities do you like to do with your family/siblings/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>Can everyone 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><b>Float</b></p> <p>Who can float on their back?</p> <p>How do we float?</p> <p>Why is it important to float?</p> <p><b>Call 999 in an Emergency</b></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><b>Stop and Think</b></p> <p><b>Talking tub</b> – pupils touch and feel the objects in the box to generate discussion (goggles, armbands, towel, sunscreen, hat, sunglasses, shells, sand etc.)</p> <p><b>Safely using inflatable toys</b> – what is suitable for the pool and for the sea? (How to use them safely – note: inflatable toys are strictly for swimming pools and always when supervised, and should never be taken to the beach.)</p> <p><b>'Beach bag'</b> – 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><b>Stay Together</b></p> <p><b>Outdoor experiences</b> – Take children to the park/beach/garden/swimming pool and discuss why it is important to stay together.</p> <p><b>Float</b></p> <p>Using water play to introduce the concept of floating. Different 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><b>Call 999 in an Emergency</b></p>	<p>Use musical instruments to make rain/water/sea music.</p> <p>Note: for this level you should be looking into specific children's stories, rhymes and songs that could be used for discussion purposes. (Within extension activities – wider literacy links that support water safety and discuss water in a positive way.) Your literacy officer may be able to provide further guidance and support.</p> <p><b>Water Safety Wales – Resources</b></p> <ul style="list-style-type: none"> <li>• Colouring activity</li> <li>• Draw a picture activity</li> <li>• Backpack activity – Plan your day at the beach</li> </ul> <p><b>Canal and River Trust</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Canal River Trust Song/Book</a></li> </ul> <p><b>StayWise Cymru</b></p> <ul style="list-style-type: none"> <li>• <a href="#">RNLI Is this Safe – Spot the Dangers at Harbour, River, Sea – Worksheets</a></li> </ul>

## PDF & PowerPoint – with accompanying activities sheets

Learning objective and outcomes	Key terms and words	Key questions	Potential activities to be used in the lesson	Extension activities
<p><b>Learning objectives</b></p> <p>To understand the dangers in and around water.</p> <p>To understand how water can be dangerous and how we can be safe and have fun around it.</p> <p><b>Learning outcomes</b></p> <p>I can identify and assess risks.</p> <p>I know who to call in an emergency and who helps us.</p> <p>I know how to get help.</p> <p>I know that learning to swim can keep me healthy, active and safe.</p> <p>I know to float on my back if I get into trouble in the water (to make a star shape in the water to help me float).</p> <p>I know that cold water can affect me (emotionally and physically).</p> <p>I know to stay together with my friends and adults near water.</p> <p>I know the differences between fresh and salt water.</p>	<p><b>Stop and Think</b></p> <p>Cold water</p> <p>Dangers</p> <p>Depth of water</p> <p>Weather</p> <p>Hidden hazards</p> <p><b>Stay Together</b></p> <p>Stay close to an adult/parent/guardian</p> <p>Keep within your depth</p> <p>Be prepared for a trip</p> <p><b>Float</b></p> <p>Emergency</p> <p>Floating</p> <p>Relax/Be calm</p> <p>Treading water (to be discussed if appropriate for this level)</p> <p><b>Call 999 in an Emergency</b></p> <p>Call 999</p> <p>Shout for help</p> <p>Get an adult</p>	<p><b>Stop and Think</b></p> <p>Do you enjoy being in the water?</p> <p>What fun activities can you do safely in or near water?</p> <p>Can you think of a time when you got a fright or felt scared around water?</p> <p>Where is the safest place to swim?</p> <p>Can you swim?</p> <p>How can we stay safe around water?</p> <p>What activities can people do in and around the 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>Who can help us if we're at the beach?</p> <p><b>Stay Together</b></p> <p>Is there someone to watch over me – friend/family/lifeguard?</p> <p>Why is it important to stay close to an adult when you're near water?</p> <p>If you were going out to spend some time in the water, who would you be with and where would you go?</p> <p><b>Float</b></p> <p>How do we float?</p> <p>Why do we float on our back if we feel in trouble around the water?</p> <p>Why is it better to float than swim?</p> <p><b>Call 999 in an Emergency</b></p> <p>How do you call for help?</p> <p>What number should you dial in an emergency?</p> <p>Why is it important to never go into the water to help an animal or person?</p> <p>What would you do if your dog was in trouble in the water? Why is it important to never go into the water to help a person or animal?</p>	<p><b>Float</b></p> <p>View video then ask children to remember to “Float” when they see the icon.</p> <p>Practice: get children to lie on their backs in the classroom. Ask them to put their arms and legs and tilt their heads bag. Tell them they must do this anytime they feel uncomfortable in water.</p> <p><b>Activity 1 – (Starter)</b></p> <p>Discussion about pupils' own experiences at the places depicted on the slide.</p> <p><b>Activity 2 – (Stop and Think, Stay Together)</b></p> <p>Safe and Unsafe Card Game</p> <p>Four different images on the screen showing different scenarios.</p> <p>Option 1 - Ask pupils to come up and identify safe or unsafe activities on screen using whiteboard marker or post-it</p> <p>Option 2 - Print out the cards and ask pupils to group them by 'safe' and 'unsafe'</p> <p>Option 3 - Print the cards out and put them around the classroom. Ask pupils to stand next to a card they think is safe or unsafe. They should be able to explain why they chose their card.</p> <p><b>Activity 3 - (Stop and Think, Stay Together)</b></p> <p><b>Call 999 in an Emergency</b></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>Summary of WSW Water Safety Code.</p>	<p><b>Water Safety Wales - Resources</b></p> <ul style="list-style-type: none"> <li>Spot the difference activity</li> <li>Picture cards extension activity</li> </ul> <p><b>Staywise Cymru</b></p> <ul style="list-style-type: none"> <li>Staywise/RNLI – Lesson Plan - Water Safety Passport, Interactive storyboard (Teaches Water Safety Code)</li> </ul>

### Power point (with quiz), pdf and extension activities

Learning objective and outcomes	Key terms and words	Key questions	Potential activities to be used in the lesson	Extension activities
<p><b>Learning objective</b></p> <p>To understand how to stay safe and have fun in and around water.</p> <p><b>Learning outcomes</b></p> <p>I can identify and assess risks, and I can take steps to reduce them.</p> <p>I know to never put myself in danger.</p> <p>I have a good understanding of cold water shock (why it can happen and the effects it can have on my body).</p> <p>I know what to do if I get into trouble in water.</p> <p>I know how to keep myself and others safe, and how to respond in an emergency.</p> <p>I know how to calmly ask for help from an emergency service and what information I need to tell them.</p> <p>I understand the importance of being prepared for activity near water. I know to 'stop and think' about the dangers in and around water.</p> <p>I know my swimming ability and limitations.</p>	<p><b>Stop and Think</b></p> <p>Cold water Staying safe Weather Dangers Depth Strength of water Hidden dangers Temperature of water Risk assessment</p> <p><b>Stay Together,</b></p> <p>Stay close to an adult/parent/guardian/ Keep within your depth Be prepared for a trip</p> <p><b>Float to Live</b></p> <p>Emergency Floating Buoyancy Relax/Be calm</p> <p><b>Call 999 in an Emergency</b></p> <p>999 Treading water Coastguard Police Fire Service Shout for help Get an adult</p>	<p><b>Stop and Think</b></p> <p>What might be dangerous about swimming in a river (canal/ beach/lake/reservoir )? If you are out by a river with your friends and someone suggests having a swim, what would you do? What might the dangers be? How would you say no?</p> <p><b>Stay Together</b></p> <p>Why is it important to stay together? Do you always tell someone where you are going and when you plan on returning? If you were going out to spend time near water, who would you be with and where would you go? Can you think of a time when you got a fright or felt scared around water?</p> <p><b>Float to Live</b></p> <p>What would you do in an emergency? What is the first thing you should do? Why is it important to stay calm? What five things do we do to Float To Live?</p> <p><b>Call 999 in an Emergency</b></p> <p>How should we respond in an emergency? What information do you need to give in a 999 call? Which emergency service do you ask for if there's an incident at a beach/lake/reservoir /river? How do you know how deep the water is? What might cause the water level to change? Why should you never go into the water to help someone? What would you do instead? Which emergency service do you ask for at the beach/river/lake/ reservoir /canal?</p>	<p><b>Activity 1 – (Starter)</b></p> <p>Why is it important to be careful around the water?</p> <p><b>Activity 2 - Stop and Think – Spot the Dangers</b></p> <p>Activities around risk recognition (spot the dangers) rather than being told there are dangers.</p> <p><b>Activity 3 - Stay Together,</b></p> <p>Four different images on the screen showing four different locations. In their groups, pupils need to plan for a day out to this location, thinking about the following: weather conditions, what they need to bring, whether it is safe to go etc. Pupils then need to report back to the class (one nominated speaker, one note taker). Pupils can 'evaluate' each other's feedback based on criteria (e.g. Did they think about what they needed to bring with them? Did they check the weather?).</p> <p><b>Activity 4 - Cold Water Activity</b></p> <p>Stages of cold water shock. 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><b>Activity 5 - Float to Live</b></p> <p>View video and Practice the five stages 1. Tilt your head back 2. Relax. 3. Move your hands. 4. Its ok if your legs sink. 5. Spread your arms and legs</p> <p><b>Activity 6 (part 1) - Call 999 in an Emergency,</b></p> <p>999 – Recording and discussion following recording.</p> <p><b>Activity 6 (part 2) In an emergency card game</b></p> <p>What to do, when to call. Summary of WSW Water Safety Code.</p>	<p><b>Water Safety Wales - Resources</b></p> <ul style="list-style-type: none"> <li>Water safety detective activity - Community engagement project in which the group/class investigate risks local to them.</li> <li>Water Signage Activity – Picture match words to icons.</li> </ul> <p><b>Swim Wales</b></p> <ul style="list-style-type: none"> <li>Oscar the otter – Animated video and accompanying lesson plan, developed to improve the quality of schools' physical education and school sport provision for SEND pupils.</li> </ul>

# What Matters Statements / Descriptions of Learning

what matters statements

Highlighted in green are the ~~statements of what matters~~ that have applicability to water safety.

	Progression Step 1	Progression Step 2	Progression Step 3
	Age 5	Age 8	Age 11
<b>Our decision-making impacts on the quality of our lives and the lives of others.</b>	I can make decisions based on what I like and dislike.	I can make decisions based on what I know.	I can make considered decisions, taking into account available information, including past experiences. I can set appropriate goals.
	I have developed an awareness that my decisions can affect me and others.	I can recognise that my decisions can impact on me and others, both now and in the future.	I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.
	I can take part in group decisions	I can take part in group decisions and I understand why some decisions need to be made as a group.	I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.
	I have an understanding that things can be safe or unsafe.	I can identify and assess risks.	I can identify and assess risks, and I can take steps to reduce them.

Within this Area of the curriculum, *Developing Physical Health and Well-being* is another concept for schools' curriculum to include to support learners for life. Our statutory guidance, which all schools must have regard to, emphasises that physical activity in water is key to this, and so swimming is a clear and obvious choice for schools to consider for learners, and as an important life skill.

# What Matters Statements / Descriptions of Learning

By increasing awareness of water safety in schools and throughout Wales, we hope more people will be better informed and able judge the dangers of their surroundings.

Social influences and relationships with others, including friendships and peer presume are also important factors which we would like to include. We have highlighted in green the key areas below:

	Progression Step 1	Progression Step 2	Progression Step 3
	Age 5	Age 8	Age 11
<b>Developing physical health and well-being has lifelong benefits.</b>	I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor movements and fine motor movements in different environments, moving safely in response to instructions.	I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.	I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.
	I am beginning to make connections between my diet and my physical health and well-being.	I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.	I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.
	I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.	I can describe the way in which physical and emotional changes are connected in different contexts.	I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.
	I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.	I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.	I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.

How we engage with social influences shapes who we are and affects our health and well-being.	Progression Step 1	Progression Step 2	Progression Step 3
	Age 5	Age 8	Age 11
	I can recognise and follow rules and norms in the groups and situations in which I take part.	I can recognise and follow the rules and norms of different groups and situations in which I take part.	I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.
	I can show care and respect for others.	I can change how I interact and behave in different situations with support.	I can interact pro-socially in different groups and situations.
		I can recognise that there are similarities and differences between people's values and attitudes.	I can recognise that there are similarities and differences between people's values and attitudes.

Healthy relationships are fundamental to our well-being.	Progression Step 1	Progression Step 2	Progression Step 3
	Age 5	Age 8	Age 11
	I can identify who looks after me and who my family and friends are.	I can recognise that there are different types of relationships beyond my family and friends.	I can understand that there are differences within types of relationships and that relationships change over time.
	I can communicate my needs and feelings in my relationships.	I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.	I can communicate my needs and feelings, and respond to those of others.
	I can get along with others with and without support.	I can make friends and try to resolve disagreements, seeking support when needed.	I can make friends and try to resolve disagreements, seeking support when needed.
	I am beginning to recognise safe and unsafe behaviour in relationships.	I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.	I can reflect on the characteristics of safe relationships and I can seek support when needed.
	I am beginning to recognise that I have the right to be treated fairly and respectfully.	I am beginning to recognise that I have the right to be treated fairly and respectfully.	I can respect the rights of others and I understand how these impact on myself and others.

## Descriptions of learning - Hwb (gov.wales)

The Humanities Area of Learning and Experience (Area) encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

The Area encompasses geography; history; religion, values and ethics; business studies and social studies. For the purpose of this resource, it can support learners develop a deep understanding of the physical landscape of Wales, and as such its rivers, mountains, national parks and coastlines. This helps them appreciate the diversity of nature in Wales.

	Progression Step 1	Progression Step 2	Progression Step 3
	Age 5	Age 8	Age 11
<b>Our natural world is diverse and dynamic, influenced by processes and human actions.</b>	I am beginning to recognise the effects that I have on the natural world.	I can describe how people and the natural world may impact on each other.	I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.
	I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me.	I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.	I can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world.