

# Oscar Goes to a School Swimming Lesson

A Lesson plan for **school staff** to prepare pupils for the first school swimming lesson.

## Objective

Pupils will learn what to expect during their first school swimming lesson: where they will swim, how they will travel to the pool, what they will need to bring, and how they are expected to behave. They will learn that swimming is a fun activity and feel confident and excited about their first lesson.

## Equipment Required:

- Display screen or television and computer or device to play the video. <https://www.swimming.org/assets/charter-resources-schools/videos/oscar-goes-to-the-pool-2.mp4>
- Individual whiteboards and markers or paper and pencil/pencil crayons.
- Photo/videos of pool attending.
- Examples of swimming kit.
- Now and next cards (optional).

## Introduction (5 minutes):

Information	Activity
<p>Begin the lesson by talking with pupils about the importance of learning to swim, while also exploring how swimming can be fun.</p> <p>Explain that school swimming will be an enjoyable learning experience for all pupils, regardless of their previous swimming experience.</p>	<p>Discussion – Partner and small group:</p> <p>Ask if anyone has been swimming before. Discuss what swimming strokes and skills they have learned. Talk about how they felt when they went swimming.</p> <p>For pupils who have not been swimming before discussing, discuss how they feel about going swimming for the first time.</p>


## Video Presentation (Approx. 50 minutes):

Play the animation video <https://www.swimming.org/assets/charter-resources-schools/videos/oscar-goes-to-the-pool-2.mp4>. Pause at the indicated points on the lesson plan and conduct the corresponding activity.

The lesson can be broken into smaller sections over the days and weeks leading up to the school swimming lessons to keep pupil attention.

Extension activities can be delivered at any time.

Information	Considerations	Activity	Video timing	Extension activity
<b>Swimming is fun</b>				
Oscar is introduced and provides pupils with positive messaging about swimming.	<p>The lesson should be positive and reassuring, helping pupils feel excited and comfortable about their first swimming lesson.</p> <p>Some children may say they have been swimming before, even if they have not. The extension activity can help you gauge prior knowledge.</p>	Watch video.	0:00 to 0:41	<p><b>Optional pause</b> at 0:41 seconds to identify previous swimming experience.</p> <ul style="list-style-type: none"> <li>• Ask who has been swimming before.</li> <li>• Ask pupils which strokes or activities they have done.</li> <li>• Ask pupils to demonstrate their swimming strokes.</li> </ul>
<b>What you will need</b>				
Oscar explains what swimming kit to bring to school.	<p>Some pupils may not have the kit shown in the video, reassure them. Alternative kit (e.g., board shorts) is acceptable, though it may create more drag and reduce movement. Avoid overly baggy clothing or materials like denim or wool, which become heavy when wet.</p> <p><b>Consider:</b> Is the kit safe?</p>	Watch video.	0:42 to 1:24	Show the pupil different types of swimming kit. It is useful to show pupils good examples of non-traditional swimming kit e.g. leggings and rash vests.

	<p>Is it hygienic (e.g., not worn for PE and then worn unwashed)? Does it provide appropriate coverage? Some children may wish to wear a swimming dress or burkini.</p>			 <p>Please note, the categories above are not intended to be prescriptive. Where appropriate, swimwear may be chosen from either category.</p>
<p>Oscar explains rules for jewellery and swimming.</p>	<p>Refer to current guidance (e.g., Association for PE Safe Practice in PE). Where possible, all jewellery should be removed. Children should be encouraged to leave jewellery at home on swimming days.</p> <p><b>Consider:</b> Some religious jewellery cannot be removed (e.g., a Raksha Bandhan bracelet). Assess the risks and identify reasonable adjustments—for example, wearing a sweatband over the item. Note: covering jewellery with a plaster is not sufficient as it will fall off when wet.</p>	<p>Watch video.</p>	<p>01:25 to 01:34</p>	<p>Discuss the removal of jewellery.</p> <p>Discuss responsible adjustments for pupils who are unable to remove religious jewellery and inform pupils what control measures will be used e.g. bring a sweat band.</p>

<p>Oscar explains goggle usage</p>	<p>Goggles are not required for school swimming lessons. In some instances, the use of goggles maybe beneficial:  For longer swimming lessons  Prescription goggles  For competitive swimming  For seeing underwater</p> <p>For pupils to demonstrate safe self rescue in different water based situations; to replicate an unattended entry, pupils will need to perform some skills without their goggles.</p> <p>Pupils who are using goggles should be able to put on and remove their goggles independently without pulling the goggles away from the face.</p>		<p>01:35 to 01:48</p>	<p>For pupils who will be wearing goggles, send the goggle permission slip home with them to obtain consent.</p> <p>Provide pupils with goggle permission form.</p>
<p>Oscar explains the activity.</p>	<p>N/A.</p>	<p>Watch video.</p>	<p>01:49 to 01:54</p>	<p>N/A.</p>

<p><b>Pause the video</b></p> <p><b>Activity time:</b> Pupils will draw the items they need to bring on swimming days, then explain their drawing to a partner.</p>	Pupils will draw different items; this may include additional items such as sweat band or goggles.	Drawing and discussion.	01:55	Pupils write a checklist of the items required on swimming days.
<b>When you will go swimming</b>				
Oscar explains that the class teacher will give more details about swimming days and times.	N/A	Watch video.	01:56 to 02:03	N/A
<p><b>Pause the video</b></p> <p><b>Timetable information</b> Tell the class the day and times of their lessons.</p>	Explain the length of the lesson and any specific information about the programming of the lessons e.g. attending for 12 weeks over 2 half terms.	Discussion.	02:04	Share local pool timetables with families.
<b>Travelling to the pool</b>				
Oscar talks about travelling to the pool.	N/A	Watch video.	02:05 to 02:21	N/A

<p><b>Pause the video:</b></p> <p>Tell the class which swimming pool they will be using and how they will travel to the pool.</p>	<p>If the class will be using active travel e.g. walking/scooting/cycling/rolling to the pool, discuss appropriate clothing for different weather conditions.</p>	<p>Discussion.</p>	<p>02:21</p>	<ul style="list-style-type: none"> <li>• Show pictures of the transport method or walking route.</li> <li>• If possible, show a photo of the driver if travelling by coach.</li> <li>• Do a practice walk, scoot, wheel or cycle to the pool if using active travel.</li> <li>• If using a school pool, show pupils the pool before the first lesson.</li> </ul>
<p>Oscar explains what to do when arriving at the swimming pool.</p>	<p>Emphasise the importance of following instructions and remaining calm and quiet when both travelling and inside the building.</p>	<p>Watch video.</p>	<p>02:22 to 02:40</p>	<p>Show videos or photos of the pool you will be using.</p> <p>Discuss whether pupils have visited the pool before.</p>
<p><b>Changing</b></p>				
<p>Oscar explains the changing rooms.</p>	<p>Consider allowing pupils to wear active uniform/PE kit on swimming days to make changing faster and easier. Items like tights, ties, blazers, and buttoned shirts slow down changing and reduce time in the pool.</p> <p>Some children may not realise that underwear should be removed before swimming and, without clear information, may keep it on underneath their swimming kit. This information should be shared in a sensitive, age-appropriate way. At this point, class teachers may wish</p>	<p>Watch video.</p>	<p>02:41 to 02:57</p>	<p>Ask pupils to practice changing at home.</p> <p>Explain the specific changing arrangements at the pool, including where clothes will be stored.</p>

	<p>to pause the video and use the consistent/resources messaging that is already used within school.</p> <p>Children should go to the toilet before they shower. Consider, if the travel time is short; is it more appropriate for children to use the toilet just before they leave school.</p>			
Oscar explains children have a shower before entering the pool.	<p>Using the word “walk” reinforces safe behaviour in slippery areas such as changing rooms and poolside.</p> <p>Discuss any equipment used for transitioning to the pool (e.g., shower chairs, poolside wheelchairs, changing beds).</p> <p>Some children may not have a shower at home or be nervous about going underneath the shower.</p>	Watch video.	02:58 to 03:12	<p>Show photos or videos of the changing area, showers and relevant equipment.</p> <p>Show photo/video of where clothing will be stored when swimming.</p> <p>Ask children to practice washing their faces at home and putting their head under the shower at home.</p>
<b>The swimming lesson</b>				
Oscar explains what will happen at the start of the lesson.	<p>Emergency procedures differ between pools.</p> <p>Ensure staff know their roles, including support for pupils with</p>	Watch video.	03:13 to 03:36	<p>Discuss pool rules and show facility-specific signage.</p> <p>Pupils create a list of expectations for swimming or draw a poster.</p>

	<p>additional needs (e.g., using a hoist).</p> <p>Inform pupils of the emergency procedure (e.g., alarm sound, climbing out, waiting away from the pool).</p>			
<p>Pupils watch video of a swivel entry.</p>	<p>Different pools use different entry methods (e.g., wide steps, ladder, beach entry, hoist, ramp).</p>	<p>Watch video.</p>	<p>03:37 to 03:39</p>	<p>Discuss with the class the type of entry they will be using.</p> <p>Show video/photos of the pool.</p>
<p><b>Pause the video:</b> Pupils practice how they are going to get into the pool.</p>	<p>Find out which methods of entry will be used at the swimming pool that your class will be attending.</p> <p>A swivel entry may not be suitable method of entry for all your pupils. Identify which alternative method of entry may be required.</p> <p>If a hoist will be required for entry, ensure that there is appropriately training staff available to operate the hoist.</p> <p>Ensure all pupils are aware of the method of entry they will be using.</p>	<p>Practice swivel entry.</p>	<p>03:40</p>	<p>Practice swivel entries using benches, chairs or gymnastic tables.</p> <p>Show photos/videos of different entries at the pool you will be attending.</p>
<p>Oscar explains not to worry if it is</p>	<p>Pupils may hide the fact they haven't been swimming before. Encourage honesty.</p>	<p>Watch video.</p>	<p>03:41 to 03:53</p>	<p>If possible, show photos of swimming teachers or photos of the uniform the swimming teachers will be wearing.</p>

the first time you are going to the pool.	Consider a family information meeting to explain the swimming programme and share the wellbeing benefits of swimming.			Pupils can work in pairs to talk about why learning to swim is important.
<b>After the lesson</b>				
Oscar explains what happens at the end of the lesson. Including showering, returning to the changing rooms, drying and getting dressed.	Some pupils may struggle with drying themselves—encourage practice at home.  Provide now-and-next cards for the routine.	Watch video.	03:54 to 04:19	Pupils put now and next cards into order.  Pupils are set homework to dry themselves fully after baths or showers at home.
Oscar explains that pupils will return back to school.  Pause the video and explain if there will be an alternative method of return travel.	Explain whether they will return using the same method of travel or use a different method.	Watch video.	04:20 to 04:25	N/A
Oscar explains the importance of drying your	Pupils often attend the second swimming lesson with wet swimming kit and a wet towel.	Watch video.	04:26 to 04:41	N/A

swimming kit and towel.	Remind pupils to hang everything up to dry at home.			
Oscar says bye.	Ensure the lesson finishes on a positive note to ensure that pupils are looking forward to their school swimming lessons.	Watch video.	04:42 to 04:51	Questions and discussion.

## Discussion, Reflection and Conclusion (5 minutes):

Summarise the key learning points.

Ask pupils what they need to bring, how they will travel, and when their lessons are.

## Homework/Extension Activities:

### *Drawing of swimming kit*

Pupils draw what they will bring on swimming days.

### *Changing*

Homework -Practice changing/drying

### *Creative writing*

Create a short written piece highlighting what will happen on the first swimming day.

### *Make swimming visible in school*

Read books that mention swimming.

Use swimming themed maths problems.

Have water safety code poster visible in school, free posters can be downloaded at [Downloadable Water Safety Posters - Swim England Learn to Swim](#)

During PE lessons, movement breaks or lunchtime

Leading up to the school swimming and water safety programme conduct pre-swimming familiarisation activities from the Swim England School Swimming and Water Safety Charter. [Sign Up - Swim England School Swimming](#) and from Oak National Academy [Free KS2 Physical education teaching resources | YAll, 3, 4, 5, & 6 | Page 1 of 3 | Oak National Academy](#)

- Activities including:
- Swivel entry
- Regaining feet practice
- Exits
- Kicking
- Front paddle arms
- Sculling action
- Spring jumps (push and glide position)
- Log rolls

Now and next

Put images into order of what will happen on swimming days. (Use images such as a picture of a bus/coach, outside of a leisure centre, changing room image, shower image, pool image)

## Assessment:

Evaluate pupils on their participation, engagement, and the quality of their drawings or written work. Assess their understanding of what to expect during their first swimming lesson.