



What can **Bikeability Scotland** do for your primary school?

Bikeability Scotland is much more than a cycle training programme. It delivers wide-ranging and long-lasting benefits to young people, families and communities.

Bikeability Scotland is organised and delivered at your school by trained instructors.

Bikeability Scotland can support the culture, ethos and environment of your school, contributing to active travel and the independence, confidence and health of your pupils.

Visit **bikeability.scot**
to find out more.

**Cycling
Scotland**



Attainment

Bikeability Scotland can contribute to pupils' attainment and achievement due to:

- pupils with better health and wellbeing are less likely to be absent and therefore more likely to achieve academically
- considerable reported improvements in pupils' learning across cognitive, psychomotor and affective domains
- effective social and emotional competencies developed through Bikeability Scotland are associated with greater health and wellbeing
- the culture, ethos and environment of a school influencing the health and wellbeing of pupils and their readiness to learn. Bikeability Scotland training contributes to this ethos
- closing the poverty-related attainment gap in respect of health and wellbeing, by offering equity of opportunity

Personal & Social Education (PSE)

Bikeability Scotland strengthens opportunities for pupils to:

- learn how physical activity and cycling positively affects their physical health and wellbeing
- recognise that their choices can have positive, neutral and negative effects
- recognise, predict, assess and manage risks responsibly while cycling in their local area and using these opportunities to build resilience
- increase independence when cycling and be aware of their responsibility to keep themselves and others safe
- work with others to assess, review, enjoy, celebrate and set goals for progress in cycling ability, setting high aspirations and having a desire to improve
- develop strategies for keeping physically and emotionally safe, through road safety and cycle safety

Citizenship

Bikeability Scotland creates opportunities for pupils to:

- develop an understanding of, and be able to describe, the rules and laws relating to cycling and the use of highways
- recognise legal boundaries and respect the civil and criminal law of Scotland in relation to safe cycling
- express views in a responsible and sensitive way
- appreciate diversity, understand different viewpoints, collaborate for change and support all pupils to enjoy cycling

Physical Education, Physical Activity & Sport (PEPAS)

Bikeability Scotland provides pupils with opportunities to:

- achieve the Chief Medical Officer recommended 60 minutes of physical activity a day
- experience a broader range of sports and activities being offered
- significantly enhance specific attributes including spatial awareness and hazard perception, as well as more general gross and fine motor skills
- enter cycling competitions (intra-school, inter-school and club) and participate in cycling leadership opportunities
- participate in an inclusive physical activity with peers, through access to additional support and/or adapted equipment
- develop their physical literacy

Mental, emotional, social and physical wellbeing

Bikeability Scotland can help pupils to:

- understand how an active lifestyle can support emotional health
- enjoy recreational cycling in the wider community with friends and family
- increase confidence, decision-making and self-esteem through challenge and achievement of goals related to Bikeability Scotland
- develop perseverance and resilience when learning new cycling skills

Curriculum for Excellence:

Four capacities

Bikeability Scotland allows pupils to demonstrate themselves to be:

- responsible citizens - understand the consequences of their behaviour and actions, making appropriate decisions while cycling
- effective contributors - use a range of social skills both in and out of school as they participate in and advocate the benefits of cycling safely
- confident individuals - willingly participate in sporting or physical activity opportunities, having the confidence to enjoy cycling out of school hours
- successful learners - develop critical thinking skills through making choices about routes, speeds and environments

Interdisciplinary learning opportunities

Bikeability Scotland creates opportunities for pupils to:

- develop speaking and listening skills, including positional and directional language
- read a variety of non-fiction texts including handbooks, signs and instructions
- use knowledge and understanding developed in science: cogs, wheels, forces, power, air and speed
- use their experiences of Bikeability Scotland as a source for topics in literacy (instructional, creative, reports, poetry)

- use learning achieved in numeracy through shapes, direction, distance and speed
- develop geographical knowledge and confidence when following maps, routes and pathways
- support physical education outcomes such as balance and control, rhythm and timing, and core stability
- benefit from the raised profile of physical education, physical activity and sport (PEPAS) across the school as a tool for whole-school improvement

Wider achievement

Bikeability Scotland helps schools to:

- promote active lifestyle and active and sustainable travel choices, as part of the Eco-Schools initiative
- support other active travel initiatives and policy, including The WOW travel tracker and 'Tackling the school run'
- apply for Cycling Scotland's 'Cycling Friendly School' award
- support pupils undertaking Junior Road Safety Officer (JRSO) roles
- support pupils involved in Wider achievement awards, including the John Muir Award
- develop outdoor learning and wider learning for sustainability opportunities, both within and out with the school grounds e.g. local field trips
- run sessions as part of activity or themed weeks

What Can Bikeability Scotland Do For Your Primary School?

Pupil and parental confidence - the numbers...

65% of pupils were **more confident** cycling after Bikeability Scotland training, and 45% reported to **cycle more frequently**.¹

82% of parents were **more in favour of letting their children cycle** after completing Bikeability Scotland training.¹

56% of parents want cycling safety added to the National Curriculum so that all children will be taught to cycle '**competently, confidently and proficiently**' on the roads.²

1. Cycling Scotland - Give Everyone Cycle Space (May 2016) 2. YouGov for Halfords (2018)



Take advantage of government funding and contact your local authority for more information about their Bikeability Scotland training delivery.

Visit bikeability.scot to find out more or email us at bikeability@cyclingscot.scot

This leaflet has been developed using material from:



Bikeability Scotland and child-centred wellbeing

The following table illustrates how Bikeability Scotland can promote child-centred wellbeing through alignment to:

- Curriculum for Excellence – Health and Wellbeing Experiences and Outcomes
- Getting it Right for Every Child (GIRFEC)
- United Nations Convention on the Rights of the Child (UNCRC)

Experiences and outcomes	GIRFEC indicators	UNCRC
<p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a</p> <p>I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a</p> <p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a</p> <p>By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. HWB 2-24a</p> <p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 2-25a</p> <p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 2-17a</p> <p>I know and can demonstrate how to travel safely. HWB 2-18a</p>	<p>Safe</p> <ul style="list-style-type: none"> • feeling confident about myself • feeling part of my school <p>Providing opportunities for children and young people to develop their resilience and assess risk.</p> <p>Healthy</p> <ul style="list-style-type: none"> • looking after my body and mind • feeling loved and trusted <p>Activities and opportunities for outdoor learning which have a focus on health and wellbeing. Opportunities to apply learning about health and wellbeing in real life contexts.</p> <p>Achieving</p> <ul style="list-style-type: none"> • agreeing learning targets with adults • valuing my achievements <p>Recognition of the vital role of health and wellbeing to improving achievement and reducing inequality. Celebrate value and build on achievement and tackle inequality.</p> <p>Nurtured</p> <ul style="list-style-type: none"> • feeling I belong <p>Health and wellbeing is valued and viewed as a priority.</p> <p>All staff demonstrate health and wellbeing is central to their practice and understand its role in combating disadvantage.</p> <p>Active</p> <ul style="list-style-type: none"> • being active • learning outside <p>Regular outdoor learning. Schools know who needs to be more active and plan for this with activities to meet the needs of all learners.</p> <p>Respected</p> <ul style="list-style-type: none"> • feeling valued • getting praise and encouragement <p>All staff, children and young people value effort and celebrate success. Views of children and young people are sought, valued and lead to change.</p> <p>Responsible</p> <ul style="list-style-type: none"> • learning to make good choices <p>Inclusive, supportive culture based on mutual respect, high expectations and aspirations for the future.</p> <p>Included</p> <ul style="list-style-type: none"> • feeling part of my nursery/school <p>Shared understanding of health and wellbeing across the learning community. Children and young people are involved in planning their own health and wellbeing.</p>	<p>Article 2 Aims to protect children against all forms of discrimination.</p> <p>Article 3 Promotion of children's health is a core part of their wellbeing. All adults should do what is best for children.</p> <p>Article 4 General right of children to have an environment where they can grow and reach their potential. Government should make sure children's rights are respected, protected and fulfilled.</p> <p>Article 6 Children have a right to live and be healthy.</p> <p>Article 28 Children have a right to education.</p> <p>Article 29 Education should develop a child's personality, talents and abilities to the fullest.</p> <p>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Article 39 Help to be given to the restoration of health for children who have been abused, neglected or exploited.</p>