

INFORMATION FOR SCHOOLS

HOW IS BIKEABILITY LEVEL 3 DELIVERED TO STUDENTS?

Delivery can be flexible, meeting the needs of schools. It can be delivered as an extra-curricular activity, during lesson time, morning or afternoon, on a weekly basis or as a full day. Some schemes offer it as a holiday activity but take up is lower when delivered this way.

TOP TIP

Consider when you are most likely to engage your target students. Lunchtime, curriculum time, after school, holiday?

WHO IS BEST PLACED TO ACT AS THE CONTACT AND ENABLE THE PROGRAMME TO FLOURISH?

Bikeability Level 3 supports a range of outcomes for students and there are many staff within schools who may be best placed to enable this to happen. For example, current schools delivering the training use the transition manager to support year 7, PHSE staff, Duke of Edinburgh Award lead, Education Welfare Officer, and Heads of Year, teachers with a keen interest in cycling and PE staff and technicians.

TOP TIP

Consult with school staff to identify who may be best placed to support this in your school once you have identified which students to target with this opportunity.

INFORMATION FOR SCHOOLS

WHICH STUDENTS BENEFIT MOST FROM THE SCHEME?

All students can benefit from taking part but schools can target students, especially if places are limited. Targeted groups could be those not involved in other physical activity opportunities, those with low confidence or self-esteem, or those students in transition to Year 7. They must, however, have completed Level 2 at primary school.

TOP TIP

Consider how the scheme could support school priorities and target students accordingly. If places are limited organise an application and interview process to support the development of life skills too. Consider the best ways to communicate with families.

RECRUITING STUDENTS TO THE SCHEME

Developing and maintaining a good partnership between scheme manager/instructors and the school contact is important. Once students have been identified, consider the best ways of recruiting them. It may be an individual written or emailed invite would work well or an informal chat; this will depend upon those students identified. Consider how to communicate with families too.

TOP TIP

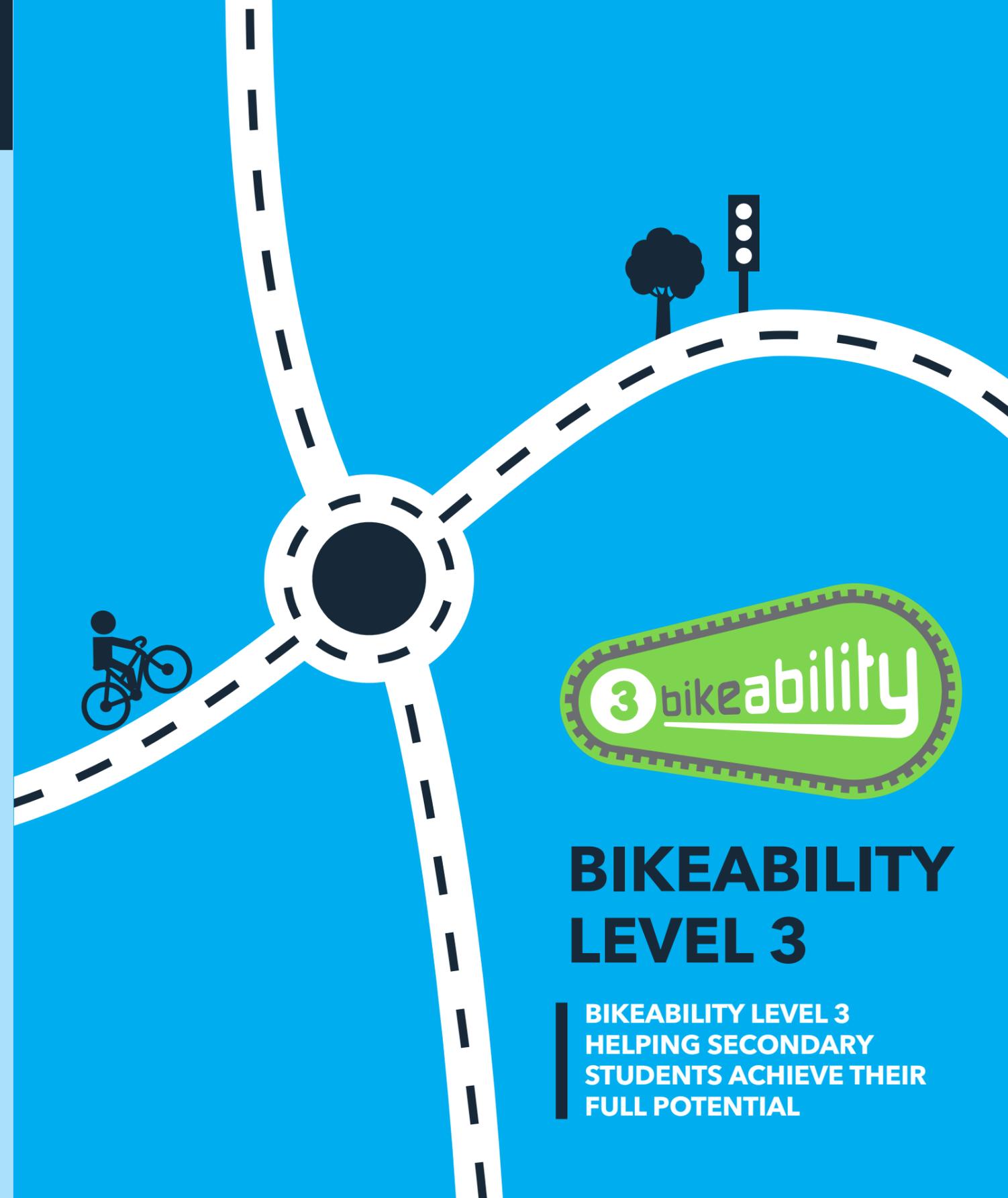
Once recruited, organise a meeting between students and instructors prior to the start of the scheme to share plans, expectations and allay any concerns.

HOW TO RETAIN STUDENTS AND SHARE PROGRESS

Sharing as much information as possible with students and families about the scheme will help with recruitment, expectations and retention. Share plans and progress with other school departments to highlight progress and outcomes achieved by students.

TOP TIP

Maintain communication between school, the students and the trainers throughout the scheme.



For further information on Bikeability visit:

WWW.BIKEABILITY.ORG.UK

Contact us at contactus@bikeability.org.uk



HOW CAN BIKEABILITY LEVEL 3 BENEFIT SECONDARY SCHOOL STUDENTS?

Bikeability is organised and delivered locally by registered Bikeability providers. Cycling is a life skill and cycling safely with confidence is key to enjoyment and participation. Cycling also helps to develop lifelong physical activity habits.

Level 3 Bikeability equips students with the skills and knowledge to cycle using more challenging roads and traffic situations - busier streets, queuing traffic, complex junctions and roundabouts, using local roads and routes.

Level 3 training is delivered one-to-one or in groups of up to three so can be tailored to a trainee's individual needs, such as a route to work or school.

LEVEL 3 WILL HELP PARTICIPANTS

- Prepare for a journey including to and from school.
- Understand advanced road positioning.
- Pass queuing traffic, perceive and deal with hazards.
- Understand driver blind spots and react to hazardous road surfaces.

CONTRIBUTING TO PHYSICAL ACTIVITY GUIDELINES

Only 21% of boys and 16% of girls reported meeting recommendations in the 5 to 15 years age group.

Chief Medical Officer guidelines recommend a minimum of 60 minutes and up to several hours of physical activity per day for 5-18 year olds.

ATTAINMENT AND ACHIEVEMENT

Bikeability Level 3 can engage students in physical activity which in turn can support their attainment and achievement.

WHAT WE KNOW

- There is a positive association between academic attainment and physical activity levels of pupils.
- Higher attaining schools have greater levels of participation in physical activity and sports programmes than lower performing schools.
- The intensity and duration of exercise are both linked to improved academic performance, including GCSE results at age 15, and notably girls' results in science.

HEALTH AND WELLBEING

Ofsted inspectors make a judgement on the extent to which provision is successfully promoting and supporting children's and other learners' knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating. Bikeability Level 3 can support this.

WHAT WE KNOW

- Children and young people who are aerobically fit have higher academic scores.
- Boys aged 10-16 who cycle regularly to school are 30% more likely to meet recommended fitness levels, while girls who cycle are seven times more likely to do so.
- In England (2016), over one in five children in Reception, and over one in three children in Year 6, were measured as obese.

FOCUS AND ATTENTION

Cycling to school can support student focus and attention in school.

WHAT WE KNOW

- Research has shown that bouts of physical activity may help children pay more attention at school.
- Promoting moderate to vigorous physical activity (MVPA) may have a beneficial effect on attention capacity, an important component of cognition, in adolescents.

SOCIAL AND EMOTIONAL WELLBEING

Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment.

WHAT WE KNOW

- An 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve students' social and emotional learning.
- Physical activity has a beneficial effect on mental health and psychological wellbeing and it helps treat clinical depression, anxiety and stress.
- Parents say being active makes most 5 to 11-year-olds feel happier (79%), more confident (72%), and more sociable (74%); nearly all children say they like being active (93%), and are mainly motivated by having friends to join in and more activities to choose from.
- Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.

IMPROVED BEHAVIOUR

The National Institute for Health and Care Excellence (NICE) recommend schools 'provide a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours'. Providing high quality training to engage pupils in active travel can support behaviour in subsequent lessons.

WHAT WE KNOW

- Physical activity has been linked to improved classroom behaviour across the whole school.
- The benefits of activity are improved pro-social behaviour and peer relationships, with resulting reductions in disruptive classroom behaviour.

SUPPORTING TRANSITION

Some students find the Year 6 to Year 7 transition a tricky phase. Bikeability Level 3 can act as a positive transition tool.

WHAT WE KNOW

- Bikeability Level 2 is delivered in many primary schools, most likely to full year groups.
- During transition, communication between primary and secondary schools, discussing options for Level 3 with primary schools and asking for support in identifying students can help to target pupils for Level 3.

STATUTORY RESPONSIBILITIES

Maintained schools have statutory duties to promote children and young people's wellbeing and responsibilities to provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must:

- // promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. //

SOURCES

- Start Active, Stay Active 2011.
- The Journal of Paediatrics 2016.
- Public Health England 2014.
- National Child Weight Measurement Programme 2016-2017.
- Sustrans 2017.
- The Journal of Paediatrics 2016.
- The National Institute for Health and Care Excellence (NICE).