

WINGROVE PRIMARY SCHOOL



Cycling Policy

Subject leader: Mr A MacLeod
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1. Introduction

Wingrove Primary School recognises the significant positive impact that cycling can have on pupils' health, wellbeing, independence and long-term lifestyle choices. National data continues to show that, while walking and cycling have environmental and health benefits, UK cycling rates remain relatively low and the West End of Newcastle has historically experienced even lower levels of active travel.

Cycling supports carbon-reduction goals, improves air quality, supports children's independence, reduces car dependency, and improves physical and mental health, bringing benefits both to individuals and the wider community.

In response to the low uptake of cycling locally, and recognising that children who do not learn to ride early are significantly less likely to take it up later in life, Wingrove Primary School has made substantial investments in bicycles, cycling equipment, storage, infrastructure and staff training to ensure every child can access cycling confidently and safely.

2. Why cycling matters for our pupils

Cycling provides a wide range of benefits for young people:

Physical health: Cycling improves cardiovascular fitness, builds strength, supports a healthy weight and increases overall activity levels. National walking and cycling data highlight the contribution of cycling to reducing long-term health inequalities and promoting healthier communities.

Mental wellbeing: Active travel, including daily riding or regular cycling sessions, has been linked to improvements in mood, emotional regulation and overall wellbeing among children and adults.

Independence and confidence: The Children's Walking and Cycling Index (2025) highlights how independent travel supports children's social development, decision-making, self-confidence and resilience, all of which cycling helps to build.

Environmental responsibility: Cycling reduces carbon emissions and teaches children sustainable habits from a young age, supporting citywide and national decarbonisation goals.

Community connection: Cycling gives children access to their wider environment, enables safe local exploration, and fosters pride and ownership of their community.

3. Barriers faced by our community

Residents of Newcastle's West End face a range of barriers that can make taking up and sustaining cycling more difficult than for people living in other parts of the city and beyond. These barriers can limit both access to cycling and opportunities to cycle regularly and confidently. They include:

Limited access to safe cycling infrastructure: Although new cycling routes and improvements are being developed, such as those on Elswick Road, cycling

infrastructure remains patchy and inconsistent across many parts of Newcastle. A lack of traffic-free spaces, separated cycle lanes and safe junctions, combined with high levels of traffic and congestion, can make it difficult for children and families to find safe places to learn and develop their cycling skills. These issues can also discourage people from cycling regularly once they have learned, particularly where they do not feel confident riding alongside traffic.

Cost barriers: The cost of bicycles and equipment remains prohibitive to some families, especially in areas such as the West End of Newcastle that have higher-than-average poverty indicators and limited access to affordable cycling resources.

Storage challenges: Many local families live in flats or houses without secure outdoor storage, making bike ownership difficult.

Lack of adult cycling confidence: Where parents and carers do not cycle, often due to the same structural barriers, children are less likely to learn because cycling is not modelled or passed down.

4. Intent

Wingrove Primary School aims to ensure that cycling is accessible to all pupils and becomes an established and sustainable part of school life.

Primary aim - For all pupils to be able to ride a pedal bike independently (without stabilisers) before entering KS2. We aim to achieve this no later than the end of the 2027/28 school year.

We recognise that, due to individual needs, including SEND, this may not be achievable for every pupil. Where this is the case, appropriate support and adaptations will be provided to enable each pupil to develop their cycling skills, confidence and independence to the fullest extent possible.

Through our cycling provision, we also aim to:

- Develop pupils' cycling skills progressively from Reception onwards.
- Build pupils' confidence, independence and ability to cycle safely.
- Enable pupils to progress towards recognised Bikeability outcomes.
- Provide opportunities for pupils to use their cycling skills beyond the school site through organised rides and trips.
- Reduce some of the barriers to cycling experienced by children and families in Newcastle's West End.
- Explore more advanced cycling opportunities for older pupils, including opportunities delivered in partnership with external organisations such as British Cycling.
- Support parents, carers and other adult family members to develop their cycling skills and confidence through in-house provision, sessions delivered by external organisations, or signposting to suitable local opportunities.

- Establish cycling as a sustainable and embedded part of the Wingrove Primary curriculum and wider school culture.

5. Implementation

Cycling provision follows a progressive pathway throughout the school, beginning with balance bike skills in Reception and progressing through independent riding, cycle control, Bikeability training and increasingly challenging cycling experiences.

Provision is delivered through a combination of curriculum sessions, targeted interventions, after-school opportunities, Bikeability training, organised cycle trips and, where appropriate, partnerships with external cycling organisations.

The school will

- Provide access to suitable bicycles, helmets and cycling equipment so that a lack of personal equipment does not prevent participation.
- Use trained school staff and appropriately qualified external providers to deliver cycling activities.
- Identify pupils who require additional support to learn to ride and provide targeted opportunities wherever practicable.
- Make reasonable adaptations to enable pupils with SEND to participate and progress according to their individual abilities.
- Provide opportunities for pupils to apply their skills in increasingly challenging environments, including off-site cycling and Bikeability training.
- Explore opportunities to increase cycling participation among parents, carers and families.
- Develop partnerships with external organisations where these can broaden or strengthen the school's cycling offer.
- Seek sustainable funding to maintain bicycles, equipment, staff training and future cycling opportunities.

Progressive pathway

Reception

All Reception pupils are offered balance-bike training delivered by trained school staff. Where available, this provision is supplemented by Bikeability Balance Bike sessions.

Years 1-2

All pupils are offered the opportunity to learn to ride pedal bikes independently, without stabilisers. Delivery includes after-school clubs, targeted intervention groups and, where available, Bikeability Learn to Ride sessions.

Year 3

From Term 3 onwards, pupils take part in class cycling lessons. Although no formal Bikeability award is completed in Year 3, pupils work towards the skills required for Bikeability Level 1, which is completed in Year 4 where available.

Year 4

Class cycling lessons continue in Term 3. Where available, pupils complete Bikeability Level 1. The first Wingrove cycle trip takes place.

Year 5

The focus shifts to Bikeability Level 2, including on-road cycling, and longer, more challenging cycle trips. Subject to funding, the school aims for 20 pupils to take part in a cycling visit to Amsterdam.

Year 6

The school will explore opportunities for pupils to develop more advanced cycling skills and experience different cycling disciplines, including through partnerships with external organisations where appropriate.

6. Impact

The impact of this policy will be demonstrated through increasing numbers of pupils developing the skills, confidence and independence required to cycle safely.

Over time, we expect to see:

- An increasing proportion of pupils able to ride a pedal bike independently before entering KS2, working towards the school's target for the end of the 2027/28 school year.
- Pupils making clear progress from balance-bike skills through to independent riding and increasingly advanced cycling skills.
- Increased participation in Bikeability training and successful progression through appropriate Bikeability levels.
- Pupils demonstrating greater confidence, independence, awareness and understanding of safe cycling.
- Pupils being able to apply their cycling skills beyond the school site through organised rides and cycling trips.
- Pupils with SEND making meaningful progress towards cycling outcomes appropriate to their individual needs.
- Increased opportunities for children and families to engage with cycling both within and beyond school.
- Cycling becoming an established and sustainable part of the culture and curriculum at Wingrove Primary School.

Impact will be monitored through pupil cycling assessments, participation records, Bikeability outcomes, records of cycling clubs and trips, and pupil and parent/carer feedback. Progress towards the school's primary aim will be reviewed annually, including consideration of participation and outcomes for pupils with SEND and other groups who may experience additional barriers to cycling.

7. Funding and sustainability

The school will develop a long-term funding strategy to maintain bicycles, helmets and other equipment; support staff training; and sustain future cycling opportunities. Where appropriate, the school will seek external funding and work with partner organisations to broaden provision while ensuring that cycling remains a permanent and embedded part of the curriculum and school culture.