

# Children and young people's summit for walking, wheeling and cycling



# About this report

## Walk Wheel Cycle Trust

Walk Wheel Cycle Trust is the charity making it possible for everyone to walk, wheel and cycle.

We work directly with communities to make change happen. Then we evidence the impact to influence policies to push those changes further.

Because people-powered movement changes everything. Our health.

Our wellbeing. Our world. [www.walkwheelcycletrust.org.uk](http://www.walkwheelcycletrust.org.uk)

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## Halfords

Halfords is the UK's leading retailer of motoring, cycling and leisure products and services.

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# Introduction

## Adult participant

“Listen to the children. I’ve heard more common sense from young people today than I have from a lifetime of listening to adults.”

In early 2025 Walk Wheel Cycle Trust published the first ever Children’s Walking and Cycling Index which measured the behaviours and attitudes of children and young people across the UK in relation to walking, wheeling<sup>[1]</sup> and cycling, independence and travel more broadly. The Index was sponsored by Halfords.

The Children’s Walking and Cycling Index identified many intersecting barriers that need to be overcome if we are to give children greater transport choice, independence and freedom.

To begin to understand these in more detail Walk Wheel Cycle Trust hosted a summit for children and young people on 20 May. We invited 35 primary and secondary school children and over 60 adults from the sector to:

- Hear directly from children and young people to understand their lived experience, challenges and needs.
- Explore ways to address the challenges children and young people face when walking, wheeling, cycling, using public transport or spending time in their local neighbourhood.
- Develop a set of practical recommendations, including for national and local government, as well as other key stakeholders, to improve streets and public space for children and young people.

This report presents evidence from the Children’s Index and discussions on the day. It also includes quotes and pledges from attendees to improve walking, wheeling and cycling for children and young people.

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[1] While many wheelchair and mobility scooter users identify with the term wheeling, others prefer walking. Using both terms together allows people to identify with walking or wheeling as they prefer and implicitly includes a wider range of people. Walk Wheel Cycle Trust want to make walking and cycling accessible and desirable for everyone. To do this we need to understand the impact of how we communicate and the language we use.

# What children and young people want

At the Summit young participants demonstrated a strong desire for safer, cleaner, and more inclusive neighbourhoods where children and young people can play, socialise, and travel actively with confidence and joy.

## Safety and security

- “Make public spaces and buses safe, especially for girls”
- “Improve place through better maintenance, lighting and surveillance, tackle litter, dog mess, and vandalism”
- “Create centres e.g. libraries where young people can seek help if they feel unsafe”

## Inclusion

- “Ensure parks are inclusive and not male-dominated through better design and activities”
- “More benches, seating, and multi-use areas for diverse activities are essential”
- “More female role models, safe routes, and school staff presence after hours”

## Streets and traffic

- “Expand school streets and car-free zones to reduce traffic and improve air quality including street closures for play and social gatherings to foster connection”
- “Increase opportunities for building relationships with neighbours through better street design and organised events”
- “Prevent parking on pavements, more crossings, repair pavements and paths, ensure even surfaces, and improve junction timings for safe crossing”

## Cycling

- “More bike lanes, separate paths for walking/wheeling/cycling, and secure bike parking at schools”
- “Make cycling inclusive - cycles for different needs (e.g., Muslim dress), girls-only training, group rides to school to build confidence and friendships and address stereotypes”
- “Provide bikes/scooters for those who can't afford them”

## Theme 1:

# Walking, wheeling and cycling to school

## The issue

Children and young people feel streets are dominated by cars, making walking or wheeling feel unsafe and unpleasant. Issues like speeding traffic, pavement parking, and intimidating driver behaviour were frequently mentioned. Narrow pavements, dog mess, litter, poor lighting, and a lack of safe crossings added to the challenges.

### Young participant

"Children want to travel safely and independently to school and within their community but are prevented from doing so because of fear of road danger, gangs, personal safety."

Concerns from parents, carers and schools themselves have eroded independent journeys to school. The proportion of 10-11-year-old children travelling unaccompanied to school in the UK fell from 94% in 1970 to 47% in 1998.<sup>[2]</sup>

For secondary school journeys, that are often longer in distance, public transport becomes more important. Young people expressed concerns about safety and accessibility on public transport - overcrowded buses, antisocial behaviour, confusing information and cost. These barriers are exacerbated for many disabled children, including those who are neurodivergent.

### Adult participant

"Children don't feel safe outside because of crime and cars. They feel this isn't fair and adults should do something."

[2] Children's Independent Spatial Mobility in the Urban Public Realm, 2000, <https://journals.sagepub.com/doi/abs/10.1177/0907568200007003002>

Other barriers may include:

- a lack of safe, pleasant routes and poor-quality infrastructure, including protected or traffic free cycle lanes or crossing points.
- congested traffic and limited visibility due to poorly parked cars, especially around schools.
- the distance to school being too far to walk, wheel or cycle, particularly for secondary schools or the journey to school being part of a longer trip taken by parents or carers on the way to work or other destinations.
- access to cycles and cycle training can be limited, particularly for families on a low income.
- negative peer pressure, especially if cycling is seen as uncool or outside of the norm. A lack of positive and relatable role models contributes to this, with children not seeing cycling as something for them.
- school leadership and local authority commitment to active travel can be lacking and walking, wheeling and cycling is not currently embedded in the national curriculum, which limits visibility.
- a lack of accessible and convenient space to securely store a cycle at home or at school.

**Only 53%**  
of trips to primary school are  
walked, wheeled or cycled  
despite most children living  
nearby (Children's Index, 2024)

The cost of a child's cycle has risen steadily, especially as children quickly outgrow them. The Children's Index found while cycle ownership is high, this falls for children from lower socio-economic groups and that 70% of children and young people would find cycle training useful to help them cycle more.

# Ideas to increase active travel to school

## Idea 1: A national plan for safer routes to school combining school streets and a school neighbourhood approach

This ambition will drive a national movement to transform the school run, with communities, schools, and local authorities working in partnership to co-design safer, healthier, more inclusive routes to school both outside the school gate but also across the local neighbourhood.

Plans would seek to reduce traffic speed, improve crossing points, and introduce protected cycle infrastructure making it possible for every child and young person to walk, wheel or cycle to school.

### Janet Dyer, Leicester City Council

**Pledge:** Help set up a school street and try out five other school streets for clean air day.

**Outcome:** "Leicester City Council closed roads outside five schools for Clean Air Day 19th June 2025. The children at those schools got to play on the street, do a trash fashion show, explore an electric bus and take part in lots of games. There was even a paddle to school event at the one secondary school that took part.

We have recently implemented a new everyday school street at one of our primary schools. Park and stride car parks have been identified and are being used. We engaged the residents, school community and school children and obtained approval to try an experimental school street (prohibition of driving except for permit holders). We have used healthy street assessments, and opinion polls to find a way of recording the views of children and adults as part of our community engagement."

Clean Air Day 2026 will be led by schools following recent theatre group performances at 10 of our schools, focused on what action people can take to improve air quality. Four of our schools currently manage their own permanent school street restrictions and another has ANPR camera enforcement. We are planning new experimental prohibition of driving restrictions in roads around a further three schools an infant, a junior and a secondary school, with others in the pipeline."

## Idea 2: Give cycling the same status as swimming in the curriculum

Cycling should become an integral part of school culture. Schools need dedicated leaders who actively promote cycling across the school community.

There's a strong case for embedding active travel into the curriculum, in a manner similar to swimming. Bikeability and other active travel education programmes should be seen as essential life skills, especially in the context of rising physical inactivity and childhood obesity.

### **Kat Oakes, Twinkl Sustainability Lead**

**Pledge:** Start conversations around spreading the word more about walk, wheel and cycling and the environmental benefits. Explore creating a resource pack to help with this.

**Outcome:** "We are fully supportive of this campaign and its message. To help amplify young people's views on walking, wheeling, and cycling to school, I worked with our KS2 QE Insights team to publish the article: Children demand more from the government to promote an active and healthy lifestyle. We pushed this piece out to our customer base via our website, reaching 180 reads, and we're incredibly pleased to share these updates to spark conversations across our network about the environmental benefits of active, sustainable travel."

## Idea 3: Remove VAT on children's cycles to reduce costs for families

To make cycling a realistic option for all children, affordability must be addressed. The government should start by removing VAT on children's bikes to reduce costs for families. Government, industry, local authorities and the third sector should also collaborate to provide free or subsidised bikes for those who need them most, including adapted cycles often used as a mobility aid for many disabled children.

## Idea 4: Improve transport stops and interchanges

In secondary school, journeys are further and often include public transport, for example walking to the bus. Bus stops and interchanges are often seen to be unsafe and waiting for public transport is a common annoyance or barrier for journeys. Local authorities should seek to improve stops and interchanges, for example through seating, shelter, lighting, toilets and mobile phone charging. Secure cycle parking is also helpful.

# Child-friendly neighbourhoods

## Young participant

"I feel that our streets are made for cars, not people. Cars get more space. There isn't enough space for me to walk safely to school with my siblings. This needs to change and people should get more space."

## The issue

Mobility, outdoor play and independence are essential parts of the journey to adulthood, helping to improve childhood wellbeing and development.

However, children and young people reported they often feel unsafe in their neighbourhoods due to high crime rates, visible drug use, vandalism, and the threat of knife violence. These risks contribute to a culture of fear among children, young people, parents and carers, leading to reduced outdoor play and greater social isolation.

In many cases, infrastructure and planning decisions fail to recognise or accommodate the full range of journeys children and young people want to make; not just to school, but to see friends, access parks, or take part in clubs and activities.

There is often a lack of parental confidence in their children's ability to travel independently in the current conditions, which in turn reinforces reliance on the car.

These concerns reflect broader UK-wide trends where independent mobility among children and young people has declined significantly over recent decades. Evidence shows that regular access to nature supports physical health, mental wellbeing, and social development - yet many children lack these opportunities.

Evidence suggests:

- Outdoor play has fallen to its lowest level ever and UK children tend to be less independent than many other nations.
- Those from less affluent families are less likely to enjoy being active (Sports England).

- Children and young people from more deprived areas are more likely to suffer from air pollution, road safety risks and crime.
- People living on a street with heavy traffic have far fewer social interactions than people living on those with light traffic.<sup>[3]</sup>
- Children and young people in urban and deprived areas significantly less likely to live near safe, accessible parks.

### Adult participant

“Young people don’t feel safe, and we (as adults) need to recognise this and see how we can support change.”

Children and young people from lower-income households are less likely to think their neighbourhood supports their needs. Children and young people from lower-income households are less likely to think:

- the air in their neighbourhood is clean
- their neighbourhood has everything they need
- they can get to places easily that they need to visit

**Only 49%**

of parents and carers think children’s walking and wheeling safety is good, whilst only 33% think that children’s cycling safety is good (Walking and Cycling Index, 2025)

## Ideas to create child-friendly neighbourhoods

### Adult participant

“Children stop themselves from playing outside because cars go too fast and they don’t have space where they’re welcome to play.”

The new UK Government’s health mission is likely to put greater emphasis on policy and plans to improve physical and mental health from walking, wheeling and cycling. Walking, wheeling and cycling projects must therefore ensure local neighbourhoods are safe for children.

[3] Appleyard, 1969 for example.

## Idea 1: Retrofit streets for children and young people

Children and young people want to help design streets where cars are not the only consideration. Streets should be places to walk, wheel, cycle through but also to play and socialise.

This means reducing through-traffic and incorporating more child-friendly features into guidance such as Healthy Streets frameworks and Manual for Streets, such as reactivating the social function of front gardens and pavements.

Children and young people want better lighting, benches, and gathering spaces, to build a stronger sense of community and safety, regular street closures for play and community events, improved community policing were all recommended.

Making public transport safer and more accessible was also highlighted as essential for connecting with peers and accessing opportunities beyond the immediate neighbourhood.

By slowing traffic and reimagining streetscapes with children and young people in mind, we can give them back the freedom to roam.

## Idea 2: Improving access to green space

Children and young people want more public spaces nearby where they live and suggest turning vacant land into parks, closing roads near green spaces, and involving young people in the design and upkeep of these areas.

Children and young people want existing green and public spaces to be better maintained to ensure their local park feels safe, clean and inviting. Supervision was also highlighted as key to improving perceptions of safety and encouraging greater use.

All green and public space should incorporate seating, lighting, trees, outdoor gyms, and public art to make parks more inviting and feel safer.

### **James Grinsted, London Marathon Foundation**

**Pledge:** Create opportunities that make it easier for children and young people to enjoy and feel safe being active in their local area.

**Outcome:** "We are currently working with some schools across Birmingham and the rest of the West Midlands to improve their playground spaces so that they are more accessible for children and encourage them to be active and play.

Alongside this, we are also working with junior Parkrun to make sure that their events are appealing to young people in safe, familiar environments for children."

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## **Beth Barker-Stock, Bournemouth, Christchurch and Poole Council**

**Pledge:** Litter - I will participate in a litter pick in my local area (or organise one if there isn't one!)

**Outcome:** "I haven't managed to organise or attend a full-on litter picking event; however, I have started picking up litter in my local area when I'm out walking my dog. I have also started supporting a local residents' group who volunteer to look after some of the street planters and alleyways in the area. We remove any rubbish, pull out unwanted weeds, and add new plants and trees to make the street look more cared for, and to provide little pockets of greenery for wildlife and pollinators.

Thanks for inviting me to the Summit – it was a great event that really made me think, and some of the things that the children said have really stuck with me, I think about them often and I have no doubt that they will positively influence my work for a long time."

### **Idea 3: Increase outdoor play**

Culturally, there is a lack of adult involvement in children's play; not just in facilitating it, but in participating and modelling playful behaviour themselves. This is tied to a broader lack of recognition for the value of play and childhood independence, both in society and in policy.

Currently, there is no national leadership or coordinated effort to prioritise play, and local decision-makers, including council officers and councillors, often lack training on its importance. We support the recommendation by the Raising the Nation Play Commission's Inquiry report for a Minister for Play.

To embed play into planning, council officers, urban designers and planners should all receive training on the importance of play, including informal street play. Better street design and neighbourhood planning can incorporate opportunity for play and socialisation, and small changes can be low-cost yet have a huge impact.

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## Tim Gill, Rethinking Childhood

**Pledge:** I will always make the case for children's rights to roam, whoever I am speaking to

**Outcome:** "My work now focuses almost entirely on children's walking, wheeling and cycling, and especially on their right to get around independently. I continue to press for greater recognition of the needs of children. Since May I have worked with others to ensure that a high-profile campaigning report on children's play in England called for more child-friendly neighbourhoods that tackle traffic danger, and I have co-authored a hard-hitting report that makes the case for a 'child lens' in transport policy."

### Idea 4: Develop planning guidance for child friendly neighbourhoods

Child friendly neighbourhoods must also work for new developments, however current planning and development practices often fail to consider the needs of children, despite children being prominently featured in promotional materials for new housing schemes. Their lived experiences and priorities, such as the need for independent mobility, play, safety and proximity to schools, are rarely embedded into the actual design or planning process. Design codes rarely consider children's needs explicitly, and local plans often prioritise housing numbers over the quality and liveability of neighbourhoods.



**Photo:** Brian Sweeney

# Increase cycling amongst girls

## Lily, Swansea

"I think many girls my age don't really tend to cycle or use bikes. I think this is because our clothes don't really allow us to, especially if we're wearing skirts. And it seems a lot of the equipment for cycling is made for men instead of women."

## The issue

Cycling enables children and young people to access to places, friends and society which support independence, opportunity and development. However, typically around the transition from primary to secondary school, a gender gap in cycling participation appears. This gap continues into adult life for women who tend to cycle less, on average, than men.

Girls reported that many cycle lanes are unsafe, poorly maintained, or ignored by drivers. Slippery surfaces, winter weather, and a lack of secure bike storage further deter girls from cycling.

Social barriers, such as a lack of family role models, and concerns over appearance or stereotypes particularly affect girls and those from diverse backgrounds. A lack of facilities at school to change, store cycling equipment or fix their appearance after cycling was also mentioned.

**Only 17%**  
of girls cycle at least five times a week, in comparison to 28% of boys (Children's Index, 2024)

One contributing factor to this difference may be how safe children and young people feel cycling. While 70% of boys believe cycling safety in their area is good, only 65% of girls think so. Perceptions amongst girls and boys of cycling are even more different. Only 8% of girls see themselves as someone who cycles, in comparison to 17% of boys.

Encouragingly half of girls want to cycle more in the future - the appetite exists amongst girls to cycle if we can make it more attractive.

## Ideas to reduce the childhood cycling gender gap

Children and young people at the Summit suggested several solutions to help more girls cycle. These included improvements to infrastructure, the cycling retail industry and programmes to tackle wider social and cultural barriers to help normalise cycling.

### Idea 1: Develop cycling networks to improve safety when cycling

The UK lags behind many European countries in providing safe, inclusive cycling environments for children, young people and families. It is essential we build cycling networks that children, especially girls, can use to travel from their doorstep without having to share roadspace with vehicles.

Girls are often more likely to walk because it enables conversation. To overcome social barriers it is essential that infrastructure allows for side-by-side cycling. Currently cycling doesn't currently serve this need for social connection in the same way.

Finally street lighting was highlighted as a greater safety concern for girls, with poor lighting limiting their confidence and independence. Cycle routes should be well-lit to ensure everyone feels safe, especially during winter when nights are longer.

### Idea 2: Tackle the cycling industry, including training

#### Adult participant

"I wasn't aware of the differences between girls and boys bike designs and features"

Ensuring the cycling industry accounts for girl's and women's needs is key to encouraging more girls to cycle, including cycle design.

Culturally, boys are often more encouraged to cycle and are more likely to be given bikes. Girls see cycling less as a sport and more as a means of gaining freedom and independence, but current marketing fails to reflect this. Girls said they don't relate to sporty campaigns or pink "pretty bikes with baskets" and want more realistic, empowering representations.

The design of bikes is another issue; many women's models are simply scaled-down men's bikes with uncomfortable saddles, crossbars, and heavy frames. There's also a lack of functional bikes with pannier racks and mudguards. Girls' bikes often have fewer gears, causing confusion as they move to adult bikes. Clothing design and availability are also problematic, with limited colour and style options that don't reflect a range of personalities.

Confidence is a major theme. Some girls feel intimidated during cycle training, particularly when boys dominate. Separate lessons were suggested to help girls build skills in a more supportive environment.

### Idea 3: A campaign encouraging girls to cycle

#### Adult participant

“Making cycling more accessible for girls – safety and challenge stereotypes – have good role models.”

There is a lack of relatable role models for girls. If children and young people don't see their parents, neighbours or peers cycling, they are unlikely to adopt these behaviours themselves. This creates a cultural gap where cycling can feel out of reach or unfamiliar.

Girls also experience unique practical and cultural challenges, such as discomfort with helmets due to braided hairstyles, and concerns around hair and make-up. Both factors lead to many girls feeling that cycling is not for them.

There is a clear need for a bold, inclusive cycling campaign that places girls at the centre. Girls need to see people cycling who look like them wearing school uniforms, work clothes, or social outfits, not just athletic gear. The message should pitch cycling as a gateway to independence, friendship, and fun, something that helps them get to the places they want to go and socialise, not just exercise. It must reflect real, everyday reasons why girls might choose to cycle.

## Theme 4:

# Representation of children in policy and practice

## Young participant

"I don't think adults will listen to me because I'm just a child."

## The issue

When it comes to policy and practice, children and young people are often overlooked. They are not routinely asked about what they want or need from their environments despite being best placed to inform solutions.

Children and young people at our summit shared they are often left out of conversations about how they travel to school, even though they are the ones most affected.

Involving children and young people meaningfully does more than improve outcomes for young people; it helps create better places for everyone. Streets that are safe and walkable for an 8-year-old are also better for parents and carers, older people, and disabled people.

Moreover, when children and young people help shape the spaces they use, it creates a stronger sense of belonging and agency. Planning policy should reflect this by institutionalising child participation as a normal, required part of the development process.

**Only 51%**

**of children think government is doing enough to give them a say in improving their neighbourhood. (Children's Index, 2024)**

Children and young people tend to think the government doesn't really address their needs or engage with them to improve their lives. For example, only 51% of children and young people think government is doing enough to give them a say in improving their neighbourhood. While only 28% think the government is doing enough to help people without a car access the things they need to live well.

There is a clear need for national and local government to do more to represent children and ensure policy and schemes also meet their needs and expectations.

This can be exacerbated for children and young people from disadvantaged backgrounds. Disabled children typically face greater barriers to walking, wheeling and cycling and these needs are often overlooked.

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### **Jennifer Coombs, Birmingham City Council**

**Pledge:** Take the time to listen to, involve and engage with young people when delivering improvements in Birmingham

**Outcome:** "After attending The Children's Walking, Wheeling and Cycling Summit, I was inspired by the passion and determination of young people to create safer, healthier streets around their schools and homes. Hearing directly from Birmingham pupils, particularly those benefiting from existing School Streets, reinforced the importance of ensuring their voices are reflected in our work.

Through the 'Safer School Journeys' Programme, we are working with schools and local communities to design practical changes such as safer crossings and junctions, traffic calming and greener streets. As part of this, we are progressing further improvements to existing School Streets to make it safer, easier and more appealing for children and families to travel actively.

We will also continue to expand the programme and strengthen our engagement with children, building on the co-design approaches we have already begun and ensuring their insights remain central to shaping safer school environments."

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## John Smith, Liverpool City Region

**Pledge:** To listen to and involve children in the development and delivery of walking, wheeling and cycling schemes in the future.

**Outcome:** “We are currently mapping out what is currently happening across the city region in terms of engaging with children and young people and have attended a couple of events which have been led by young people. The most recent was an environmental take over event in Wirral, designed and led by children where transport featured quite highly. A colleague and I sat on an expert panel and were grilled at length about what we are doing to make it easier for children and young people to walk, wheel and cycle. We re-iterated the pledge to involve children and young people moving forward.

We have now created a schools co-production group to take forward improving walking, wheeling and cycling for children and young people. We are hosting a celebration event this year where we will involve children and young people in setting the agenda and deliver the content on the day.”

## Ideas to better represent children and young people

Children and young people should be actively involved in shaping street schemes or improvements to school neighbourhoods, both nationally and locally.

### Idea 1: Set up structures that enable children to participate

Children and young people must be given a direct role in shaping the places where they live, travel, and play. To do so they should have the opportunity to speak with and influence decision makers, officers and planners, ensuring their voices are heard by those in decision-making roles. Examples of structures to engage children and young people include; advisory panels, youth councils, children’s consultation and collaborative design activities alongside teachers, parents, and local leaders.

Youth councils and existing school-based forums can provide a ready-made infrastructure for this engagement, helping to bridge the gap between professionals and young residents. These conversations can illuminate real, everyday barriers faced by children and young people that may not be apparent from adult-led consultations.

It is vital any engagement process or structure fully represents children and young people, especially disadvantaged children including girls, children of colour, children from deprived areas and disabled children.

Funding structures should incentivise long-term, joined-up approaches rather than isolated projects. In addition, active travel strategies must be underpinned by co-production with young people and sustained consultation, not just one-off engagement.

### Adult participant

“The most important thing I heard today was that some young people miss a sense of community in their neighbourhoods.”

## Idea 2: Scale up child-friendly cities and towns

The city of Leeds declared itself a ‘Child-friendly city’ and has the ambition to be the best city for children and young people to grow up in. Leeds wants to ensure children are valued, supported, enjoy living and can look forward to a bright future. Leeds put children at the heart of its city plan, engaging 80,000 children in the process and has been delivering projects across the city that improve the environment and facilities for children including transport and play.

We need more cities, towns and regions to follow the example set by Leeds. Local authorities should appoint Cabinet Members for Young People to champion their voices across all policies. Flexible funding should allow young people to design and lead trial schemes without being blocked by bureaucracy.



Photo: Michael Drummond



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