

## About the Rider Bronze awards – coach guidance

### Riding flat bronze



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	Notes for guidance
<p>I can describe the correct riding position</p> <p>I can describe why riding in the correct position is important</p> <p>I can list the sequence of footfalls for walk and trot</p> <p>I can lead a horse from the stable to the arena</p> <p>I can enter and leave the arena safely</p> <p>I can mount using a mounting block</p> <p>I can dismount</p> <p>I can adjust my stirrups and girth whilst mounted</p> <p>I can ride in walk and trot on each rein using the correct aids for:</p> <p style="padding-left: 20px;">a) transitions between halt, walk and trot</p> <p style="padding-left: 20px;">b) turns</p> <p style="padding-left: 20px;">c) changes of rein</p> <p style="padding-left: 20px;">d) 20m circle</p> <p style="padding-left: 20px;">e) the correct trot diagonal</p> <p>I can carry and use a short whip</p>	<ul style="list-style-type: none"> <li>▫ <i>Riding position:</i> participants should be able to describe two basic points; sitting in centre of saddle with weight distributed evenly (so not sitting to one side), sit up tall not slouching, arms close to side and bend in elbow, slight bend in legs with ball of foot in stirrup, shoulders level, imaginary line drawn from ear, shoulder, hip, heel, imaginary line drawn from elbow, forearm, reins, bit ring, line drawn from centre of head, down middle of back to centre of saddle to horse's spine</li> <li>▫ <i>Why correct position is important:</i> any of the following or similar; for the rider to be in balance with the horse, to allow the rider to use their aids correctly, less tiring for the rider and horse, to allow the horse to work comfortably, position has a direct impact on the horse so if the rider is uneven the horse may move unevenly or try to compensate, horse may find it difficult to balance, horse may avoid work, nap or develop other behaviour issues.</li> <li>▫ <i>Footfalls in walk:</i> inside hind, inside fore, outside hind, outside fore</li> <li>▫ <i>Footfalls in trot:</i> horse moves legs in diagonal pairs, moment of suspension</li> <li>▫ <i>Lead horse from stable to arena:</i> lead a tacked up horse. Lead from bridle. Demonstrate correct positioning at shoulder, and a confident, active walk, awareness of other horses</li> <li>▫ <i>Entering/exiting arena:</i> Awareness of announcing entrance/door opening if other riders in arena and closing door behind if last to enter. When entering to wait for suitable gap and lead horse to a suitable position to mount</li> <li>▫ <i>Mount using mounting block:</i> Prepare horse for mounting (run down stirrups, check girth). Participant should be able to position horse correctly near block, gather reins and mount holding the front of the saddle and landing lightly in the seat. Help and guidance can be given</li> <li>▫ <i>Dismount:</i> Dismount in a safe position not in the way of others</li> <li>▫ <i>Adjust girth and stirrups:</i> Should keep foot in stirrup when adjusting, keep reins of</li> </ul>

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	<p>suitable length. Help can be given</p> <ul style="list-style-type: none"><li>▫ <i>Ride in walk and trot:</i> All ridden work should be instructed. Riders should be able to ride in balance with their horse and maintain control. Emphasis is on the rider's balance and not hindering the horse's movement, not how they influence the horse. Neckstraps can be used. Participant should show an awareness of safety through their positioning of the horse in the arena and be aware of safe distances between horses. Riders should be working towards an independent seat and not relying on the reins for balance. Riders should show appropriate aids for halt, walk, trot and turns. Rising trot should be shown and a knowledge of the correct diagonal is but not necessarily be able to do it without prompting.</li><li>▫ <i>Carry and use a short whip:</i> Whip not to exceed 75cm. If horses used are not suitable to use whip, this can be discussed instead. Whip should be carried in the inside hand and positioned over the thigh, swapped smoothly when changing the rein</li></ul>
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## Riding jump bronze

poles

	Notes for guidance
<p>I can discuss riding in light seat:</p> <ul style="list-style-type: none"> <li>a) why it is used</li> <li>b) why stirrups may need to be shortened</li> </ul> <p>I can ride in a correct light seat position in walk and trot</p> <p>I can describe riding over ground poles:</p> <ul style="list-style-type: none"> <li>a) how to approach them</li> <li>b) how to ensure a straight line over the poles</li> <li>c) how to ride away from a ground pole</li> </ul> <p>I can ride over ground poles</p> <ul style="list-style-type: none"> <li>a) a single ground pole in walk</li> <li>b) a single ground pole in trot</li> <li>c) a line of 3 ground poles in walk</li> <li>d) a line of 3 ground poles in rising trot</li> </ul>	<ul style="list-style-type: none"> <li>▫ <i>Light seat:</i> hovering above the saddle with weight balanced through legs, heel slightly lower than toe (as in not balancing on horse’s neck). Used for preparation for jumping, or riding at speed over distance (for example cantering on a hack out). Stirrups may be shortened to help balance</li> <li>▫ <i>Ride in light seat:</i> rider to show sufficient balance independent of the reins. Neckstrap can be used to help with balance</li> <li>▫ <i>Describe riding over ground poles:</i> Awareness that they need to approach in a straight line towards centre of pole, rider looking forward. Aids (rein and legs) may be required to keep horse straight. Horse should be ridden away in a straight line and not turned too sharply after. Keep horse in a regular speed (rhythm and tempo)</li> <li>▫ <i>Riding over ground poles:</i> Rider should control horse sufficiently to ride in a straight line over the poles. Neckstrap can be used. Emphasis is placed on the riders being in balance with the horse and not hindering the horse. Riders should be working towards an independent seat and not relying on the reins for balance. Ground poles can be placed on the ¾ line or centre line. Participants should demonstrate balanced turns, straight approaches and getaways from the poles. Ground poles can be placed for one or two strides between them for walk and trot work. Participants should be able to maintain a steady rhythm over the poles and not allow the horse to speed up or slow down</li> </ul>

## About the Rider Bronze awards – coach guidance

### Riding Out Safely bronze



		Notes for guidance
Prepare to ride	I can list suitable clothing, for horse and rider, when riding out I can describe why high visibility clothing should be worn I can list some hazards I may come across out hacking	<ul style="list-style-type: none"> <li>▫ <i>Suitable clothing:</i> PPE for rider, and an example of a suitable hi vis clothing for horse and rider</li> <li>▫ <i>Why it's worn:</i> so horse and rider can be seen clearly and sooner</li> <li>▫ <i>Hazards:</i> three of the following or similar; other road users, pedestrians, road works, parked vehicles, wheelie bins, traffic lights, dogs, loud noises</li> </ul>
Preparing to ride out (this takes place in an enclosed area using a simple simulated road with right and left turns)	I can make right and left turns I can describe why observations are important when riding out I can demonstrate the correct positioning on a road I can recognise common signs and markings I can list some of the Countryside Code	<ul style="list-style-type: none"> <li>▫ <i>Right and left turns:</i> observations and signals made appropriately, rider maintains safe control of horse</li> <li>▫ <i>Observations:</i> to be aware of surroundings behind and in front of you</li> <li>▫ <i>Correct positioning:</i> awareness to ride on the left side (with flow of traffic) not so close to the kerb that you risk riding over drain covers. If riding in a pair leave enough room between horses so riders do not bash legs and the horses remain level</li> <li>▫ <i>Road signs:</i> should be able to identify; stop, give way, speed limit sign</li> <li>▫ <i>Markings:</i> solid white line, double lines of white dashes, single line of white dashes</li> <li>▫ <i>Countryside Code:</i> basic rules two of the following; leave gates as you find them, ride slowly past livestock, don't deviate from permitted route, follow signage, ride responsibly</li> </ul>
Riding outside	I can ride out with a ride leader on a walk hack	<i>Ride out:</i> Could be on quiet roads, in fields or a driveway. Horse can be led by ride leader on horse or on foot by a separate leader. Rider to ride with a suitable leader on quiet horses used to riding out. Can ride in pairs or single file. If in pairs ride leader should be on the outside. Rider should be aware that they need to keep a suitable distance between themselves and the ride leader and follow instructions given.

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### Riding Fit bronze



This award should focus on improving awareness of exercises and lifestyle choices they can implement at home to improve their riding. Your role, as coach, is to help explain why improving their fitness, posture etc can help to improve the riding experience for them, and their horse.

	Notes for guidance
<p>I can give examples of why it is important to be fit to ride</p> <p>I know why BHS Approved Riding Schools have weight limits in place for their horses and ponies</p> <p>I know why correct alignment is beneficial for riding</p> <p>I can describe how to improve my alignment</p> <p>I can demonstrate mindful breathing and describe how it can help my riding</p> <p>I can list five signs of dehydration</p>	<ul style="list-style-type: none"> <li>▫ <i>Fit to ride:</i> A basic awareness of their fitness, balance and position having an influence on their ability to ride comfortably for both themselves and their horse. The correct nutrition (fuel) to give them appropriate energy for their riding which can help with mental clarity; their ability to listen, follow and implement instructions</li> <li>▫ <i>Weight limits:</i> any of the following (or similar), to protect horse and pony welfare; to prevent injury to horses and ponies; to ensure a rider is correctly matched to a horse for the comfort of horse and rider</li> <li>▫ <i>Alignment:</i> a basic knowledge of alignment affecting riding position and balance. Correct alignment leads to a better balance and position and ultimately a comfortable ride for horse and rider</li> <li>▫ <i>Improving alignment:</i> Should be able to discuss from experience of riding lessons delivered by coach; straight line from ear, shoulder, hip heel, and horizontal alignment of shoulders and seat bones level. Discuss if they can ‘feel’ if their alignment is out while riding (if they can’t, this can be something to work on and improve in future lessons). They should be able to discuss their alignment when on the ground (following 6 steps in the information booklet (page 10)) and an awareness of how to improve alignment throughout their day (stand with feet hip-width apart, walking in correct alignment, sitting straight, taking a short walk if sitting for long periods)</li> <li>▫ <i>Mindful breathing:</i> can demonstrate a slow, deep breathing technique to help bring calmness and clarity. Can follow the 6 steps guide on page 13 of information booklet. Mindful breathing can help to relax horse and rider</li> <li>▫ <i>Signs of dehydration:</i> five from the following; thirst, lethargy, headache, dry mouth, dry/cracked lips, unclear thinking, irritability, weakness, blurry vision, poor memory, slow reaction times, dizziness, fainting</li> </ul>

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<p>I know how to prevent dehydration</p> <p>I can list the nutrient groups of a balanced diet</p> <p>I can list five healthy foods</p> <p>I know where to access advice about mental well-being</p>	<ul style="list-style-type: none"> <li>▫ <i>How to prevent dehydration:</i> regular intake of water throughout the day, and before/during/after exercise. Should recognise the recommended guidance of eight glasses (two litres) a day, and increase this if taking part in physical activity, including riding</li> <li>▫ <i>Nutrient groups:</i> protein, carbohydrates, fats, vitamins and minerals</li> <li>▫ <i>Five healthy foods:</i> Any healthy food that can be part of a balanced diet, Can be specific foods eg, apple or groups of food eg, fruit, vegetables, salad. Just to get them thinking about, and recognising a healthy, balanced diet</li> <li>▫ <i>Mental well-being:</i> main focus of discussion should be talking about mental health; not bottling it up. Friends and family can help to offload; however should be able to identify that professional help is vital if they are concerned about their mental health, this can be from doctor, or charities that offer mental help eg, Mind. Also an awareness of how to access this information (go to mind website, helpline number available there). Perhaps also discuss a local authority service, or walk-in centre, if there is one in your area.</li> </ul>
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