

Sheffield Move It Day 2017

Is there a role for Sheffield schools in
minimising sedentary behaviour?



move
more





Foreword:

'The link between pupil health and wellbeing and attainment', a briefing released by Public Health England in 2014, confirms that education and health are closely linked. Promoting the health and wellbeing of young people within schools has the potential to improve their educational outcomes *and* their health and wellbeing. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. Pupils with better health and wellbeing are likely to achieve better academically.¹

The Department of Health recently updated their 'Start Active, Stay Active' report in 2016. This report, on physical activity for health, recommends all children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods. Emerging evidence indicates that sedentary behaviours are associated with overweight and obesity and metabolic dysfunction in young people.²

To help children meet these guidelines, opportunities to be physically active need to be available on a daily basis within the constraints of other pressures such as school learning time. Incorporating 'active lessons' and/or active breaks into teaching and learning pedagogy can potentially have a huge impact, not only on their students' health and wellbeing, but also on their achievement whilst at school.

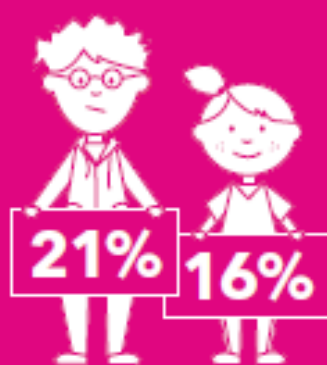
All Sheffield schools are invited to take part in the 'Sheffield Move It Day 2017' challenge on Friday 30th June 2017. The challenge is for teaching staff to plan and deliver 'active lessons' which involve their students becoming active and on their feet for a minimum of 50% of their normal classroom lesson time. The challenge will encourage teaching staff to consider their role in promoting active lifestyles and minimising sedentary behaviour within the school environment. Each member of staff will be invited to make a pledge to deliver three active lessons per week. Please continue to read this document to find out the rationale behind this challenge and the 'Sheffield Move it Day' event and how your school can take part.



THE PROBLEM

Too many young people have inactive lifestyles:

21% of boys and 16% of girls meet the minimum recommended guidelines for physical activity¹



Children born today are on course to be 35% less active by 2030 (compared to 1961 levels)²



THE CONSEQUENCES

Current levels of inactivity are:

Damaging children's physical and emotional wellbeing



One in three children who leave primary school are obese or overweight³

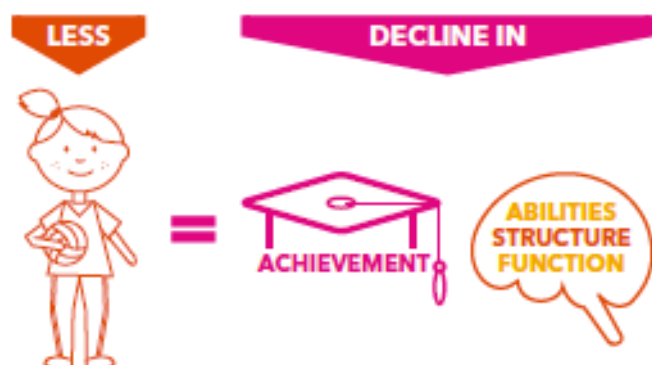


Increased risk of developing mental health problems such as depression and anxiety

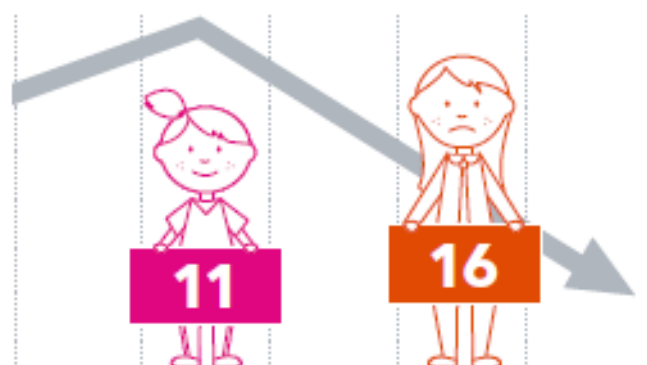


Increased risk of chronic conditions such as cancer, type 2 diabetes and heart disease⁴

Limiting children's ability to succeed at school and in life



Low levels of physical activity and aerobic fitness are associated with declines in academic achievement, cognitive abilities, brain structure, and brain function⁵




Research shows association between obesity at 11 years of age and poorer academic achievement in GCSE exams five years later, particularly in girls⁶

'Sheffield Move it Day' for young peoples health and wellbeing.

The average 12 year old spends 260 minutes of their time sedentary (sitting) whilst at school. This increases by the age of 15 with the average student spending a staggering 295 minutes sedentary.⁴ This is particularly worrying given that 171 minutes spent sitting down can cause a 33% drop in vascular function.⁵

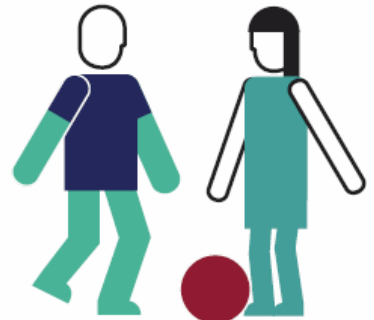
Below are two infographics taken from the Department of Health showing the physical activity recommendations for young people and the health and wellbeing benefits of becoming more active. Promoting active lessons within your school will increase the likelihood of your students meeting these recommendations and significantly reduce their time spent sedentary.



Physical activity guidelines for children and young people aged 5-18



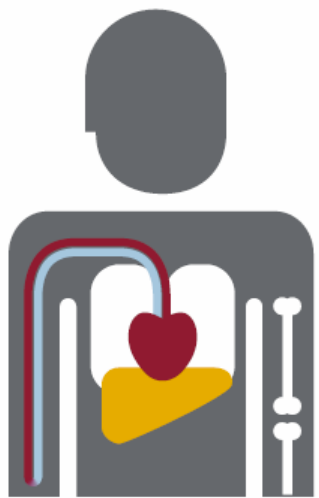
At least 60 minutes of moderate to vigorous intensity physical activity every day, incorporating muscle strengthening activities on at least three days a week.



All children and young people should minimise the amount of time spent being sedentary for extended periods.



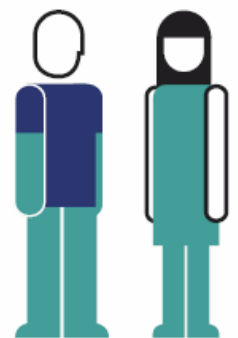
Benefits of physical activity



Enhanced cardio metabolic health; musculoskeletal health/muscular strength bone health and cardio respiratory fitness.



Enhanced mental wellbeing including positive self esteem and lower levels of anxiety and stress.



Emerging association with academic achievement improved concentration and attention.

Improved confidence and peer acceptance.

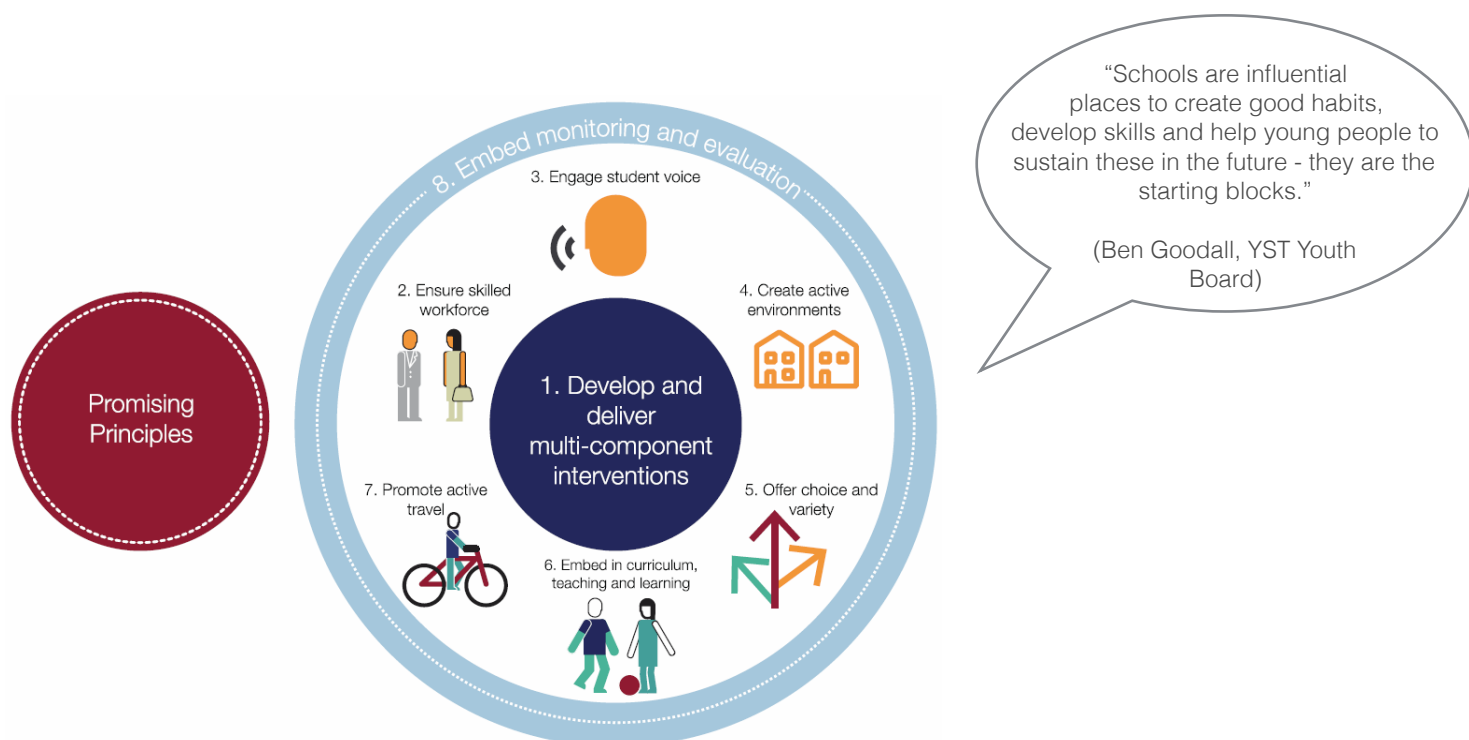
Sheffield Move It for young peoples academic achievement and attainment

As well as the numerous health and wellbeing benefits active lessons can lead too, there is also a growing evidence base around the impact that physical activity can have on young peoples achievement at school.

Link between physical activity and attainment:

- There is emerging evidence of an association between physical activity and attainment.
- There is evidence of an inverse relationship between time spent being sedentary at age 14 years and GCSE results by age 17.
- There are studies that support a positive association between single bouts of exercise and attainment and those which point to a longer-term association between moderate to vigorous physical activity levels and attainment in some subjects.
- A report undertaken by the Youth Sport Trust found that between 2007 and 2010 the proportion of students achieving 5 A*-Cs at specialist Sports Schools improved by 7.8% compared to a national average of 4%.

Promising principles for practice: what works in schools and colleges to increase



Principle 1: Deliver multi-component interventions

Interventions that adopt a 'whole of community (school/college) approach' appear to be most effective. Multi-component interventions are likely to include actions relating to:

- *curricular learning* (eg teaching about the importance of physical activity through PSHE and maximising opportunities to embed physical activity across the curriculum)
- *culture, ethos and environment* (eg ensuring a supportive school or college culture and physical environment)
- *engagement of the wider community and families* (for colleges, links to employers and placement providers are particularly important)

'Whole of community' approaches have been identified internationally as being among one of seven best investments that work for increasing physical activity. This principle is considered to be overarching; successful implementation will require the delivery of a combination of all (or at least some) of the other seven principles. 3

The Challenge!



Sheffield Move It Day 30th June 2017

Sheffield Move It Day is a challenge for all schools to ensure their students are physically active for at least 50% of normal classroom lesson time. The main challenge is to be completed by your whole school, however, individual lessons, classes, year groups and/or staff can take part on the day.

Whole School Challenge:

- All teaching staff to plan and deliver innovative 'active lessons' throughout the day.
 - Primary Schools: a minimum of one active lesson during the day for each class.
- Each lesson must involve students on their feet for at least 50% of their lesson time.
- Incorporate 'active breaks' to break up sustained periods of sitting.
- Schools encouraged to hold a 'Standing Assembly' during the day, highlighting the need for young people to stay active and reduce time spent sitting down.
- Any staff meetings that day to possibly become 'Standing Meetings' where possible.
- Schools to promote 'Active Travel' to parents leading up to the event.

Throughout the school day, staff and students are encouraged to take photographs and videos* to post on Twitter using the hashtag - [#SheffMoveItDay](#).

*Please ensure all necessary photo consent is obtained before any photo/film is shared.

Staff Resources, Guidance and Support

A separate document will be circulated containing links to numerous resources available for teachers to help them plan their active lessons. Please expect this three weeks prior to the event date.

All staff are encouraged to share their active lesson plans and innovative active break ideas. We intend to make this event an annual feature in the Sheffield school calendar and building a portfolio of 'active lessons' will give teachers more confidence and motivation to take part. All contributions will be credited and very much appreciated.



How do I get my school involved?

Simply contact your School Games Organiser, Network or School Sport Partnership prior to Friday 30th June 2017 to receive the teachers guidance document and register your schools involvement. Schools will need to complete a short Google survey explaining how their school intends to take part.

References and Publications

- ¹ The link between pupil health and wellbeing and attainment: A briefing for head teachers, governors and staff in education settings: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf
- ² Start Active, Stay Active: A report on physical activity for health from the four home countries' Chief Medical Officers: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216370/dh_128210.pdf
- ³ What works in Schools and Colleges to increase Physical Activity? A briefing for head teachers, college principals, staff working in education settings, directors of public health and wider partners: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469703/What_works_in_schools_and_colleges_to_increas_physical_activity.pdf
- ⁴ Harding, SK et al, 2015, 'Longitudinal changes in sedentary time and physical activity during adolescence' *International Journal of Behavioral Nutrition and Physical Activity*, vol 12, no. 1, pp. 44., 10.1186/s12966-015-0204-6
- ⁵ McManus, AM et al, 2015, 'Impact of prolonged sitting on vascular function in young girls' *Journal of Experimental Physiology*, vol 100, no. 11, pp. 1379-1387., 10.1113/EP085355

The Sheffield Move It Day has been developed from the 'Hull Schools Stand Up' day in which these documents was made for and has been adapted by Andrew Staley (School Games Organiser, Westfield School). Many thanks to Alex Sherwood (Hull School Games Organiser, Sirius Academy West) for giving Sheffield SGO's/ Networks and SSPs permission to use these documents.

Also thank you to Dr Ash Routen of Loughborough University for his support in putting this document together and providing the inspiration behind the Hull Schools Stand Up challenge. Please follow @CLASS_PAL to receive updates on his exciting new research project exploring ways for teachers to increase movement and reduce sitting in the classroom.

