

Section 3 – Pledge Guidance

Physical Activity

Overview	<p>Physical Activity (PA) is defined as bodily movement produced by skeletal muscles that require energy expenditure (<i>WHO, 2010</i>). PA is a well-established preventative for non-communicable diseases (NCD) such as heart disease, stroke, diabetes, and cancer (<i>WHO, 2010</i>), a preventative for NCD risk factors such as obesity and hypertension (<i>Schuch et al, 2016</i>), and has significant associations with improved mental health, delay in the onset of dementia, and improved wellbeing and quality of life (<i>Das & Horton 2012; Livingston et al, 2017; Mammen, 2013; WHO, 2018</i>).</p> <p>PA is a central aspect of both ones mental and physical health and makes up part of a healthy lifestyle (<i>WHO(a), 2018</i>). Unfortunately however, only 21% of children and young people are achieving sufficient daily PA (<i>Townsend et al, 2015</i>), which is likely to have significant detrimental consequences on children and young people’s physical and mental health.</p> <p>There is a need for intervention to help improve the health and wellbeing of our children and young people. Schools are a fantastic time in which to intervene as pupils are a captive audience for around six hours a day. Research supports the positive impact an intervention can have in such places (e.g. schools, workplaces) (<i>GAPA, 2011</i>).</p>
Key Facts	<p>PA, PE, and Sport are not the same thing, rather three different ways in which to be active, whilst each being critical in developing children to be ready for life. This is an important distinction to make as the lines between the three are often blurred.</p> <ul style="list-style-type: none">• PE is defined as the ‘planned, progressive learning that takes place in the school curriculum timetabled time and involves learning to move (i.e. becoming more physically competent) and moving to learn (i.e. learning skills such as cooperation through movement)’.• Sport, is defined as ‘an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment’ (<i>Andriyani, 2014</i>).• PA however, as previously defined, is merely the creation of bodily movement and is not dependent on competition (<i>Andriyani, 2014</i>) or specific learning outcomes, rather PA can be used to enhance learning outcomes. <p>Children and young people should be active for at least 60 minutes per day at a moderate to vigorous intensity, as stated by the Chief Medical Officer (CMO) (<i>Start Active, Stay Active, 2018</i>). However, only 21% of children and</p>

	<p>young people meet this guideline (<i>Townsend et al, 2015</i>). This high prevalence of physical inactivity is likely to be a significant contributing factor to an astonishing 33% of children leaving primary school overweight or obese (<i>Making Obesity Everybody's Business, 2017</i>), with physical activity being one of the active ingredients to helping manage one's weight. Child fitness levels are currently unknown on a national scale.</p> <p>A person's cardio respiratory fitness, which is strongly linked to one's physical activity, is the strongest predictor for a healthy and long life, proving significantly more important than obesity (<i>Blair, 2009</i>). Physical inactivity has been identified as the fourth leading risk factor for global mortality (6% of deaths globally) (<i>WHO(b) 2018</i>).</p> <p>PA has a strong relationship with mental health, meaning sufficiently increasing a child's physical activity could significantly reduce the likelihood of a child suffering from mental health issues. Physically active people of all ages, socioeconomic groups, and ethnicities are happier, healthier and more productive compared to sedentary peers (<i>The Move More plan, 2015</i>).</p> <p>More active, fitter children have been found to have;</p> <ul style="list-style-type: none"> • Improved academic performance. • Improved concentration and focus on task. • Improved mental and physical wellbeing. • Improved social experiences. • Improved skill/motor development. • Improved behaviour. <p>(<i>Chalkley et al, 2015</i>)</p>
<p>Resources</p>	<p>For up to date resources or explanations please see the following links, depending on your wants and needs:</p> <ul style="list-style-type: none"> • Learn Sheffield: How Physical Activity will drive school improvement. • Move More: Sheffield's strategic Physical Activity Plan for PA, PE, and School Sport. • SSP (School Sport Partnership and Learning Network): Provider knowledge and providers of PA, PE, and School Games resources for Sheffield. • PESOL (PE, Swimming and Outdoor Learning): Knowledge of available resources and avenues for PE, swimming and outdoor learning experiences. • The Outdoor City & the Sheffield Rotherham Wildlife Trust are great avenues for being pointed in the right direction to explore the great outdoors.

<p>Best Practice</p>	<p>Create a culture within your school where PA is considered important, seen as a method to enrich the school, improve pupil learning outcomes, aid in school improvement, and improve child readiness for life. Developing good PA habits in a child increases the likelihood for improved physical and mental health outcomes, enriching a child's readiness for life. In order to do this, the management team, teaching staff and supporting staff all need to deliver a clear message, encouraging pupils that PA is the norm, so every pupil feels safe, confident, and comfortable in which to be active, and to participate in PA opportunities throughout the school day.</p> <p>Think of the physical environment in which pupils operate in within a school day; is this optimised to allow pupils to be active? Providing resources or provision at break times can really help increase pupil's daily PA levels.</p> <p>PA is not just for the PE lead/department. PA should be on every member of staff's agenda. This will help create a positive activity culture within your school, helping pupils perception of PA to be important in all elements of life, and that activity is not only PE, rather PE is one element of PA. Teachers and parents are brilliant role models for children to model themselves on. Engaging teachers and parents in regular PA will have a positive impact on pupil's perception on PA. Active Commuting, teachers joining in during active break times, and active learning are great examples of this.</p> <p>Allow the pupils to help steer what PA initiatives there are in the school. Co-production has proven to be a powerful tool to increase motivation and participation. The pupils will also likely come up with some new and exciting ideas to get active both in the classroom and break times.</p> <p>Clearly define what PA is as children and young people will all have different levels of understanding. PA is defined as any bodily movement produced by skeletal muscles that requires energy expenditure, encompassing any movement.</p> <p>The key is regular PA everyday, with a mixture of light, moderate, and vigorous PA. We see the greatest return on mental and physical health from moderate to vigorous PA and so incorporating these intensity's into each school day is important. Reducing sedentary time or breaking sedentary time up with light PA is also of great benefit. Examples of getting pupils active in the classroom include active brain breaks and physical activity learning.</p>
<p>Local Offers and Providers</p>	<p>There are many ways to embed physical activity into everyday school life, including active lessons, active breaks, active travel etc.</p> <p>For more information, get in contact with your School Sport Partnerships / Networks</p>