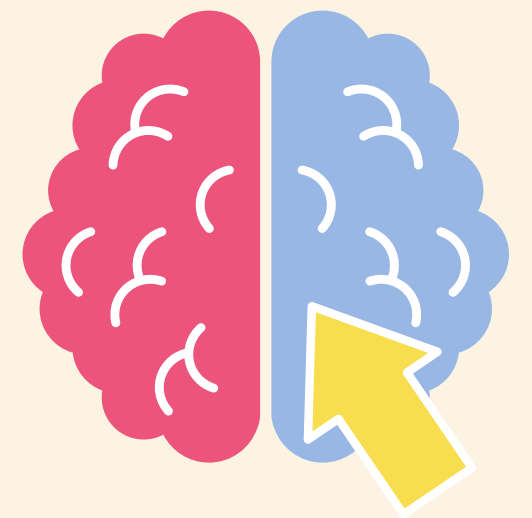


Back to school and physical activity- A one minute guide

The aim of this document is to provide public health professionals, and senior leadership teams/boards of governors in schools across Yorkshire and the Humber, with a summary of key research into the benefits of reducing sedentary behaviour and inactivity in a school environment. The evidence presented here can help inform local work on supporting the physical and mental health outcomes of children and young people.

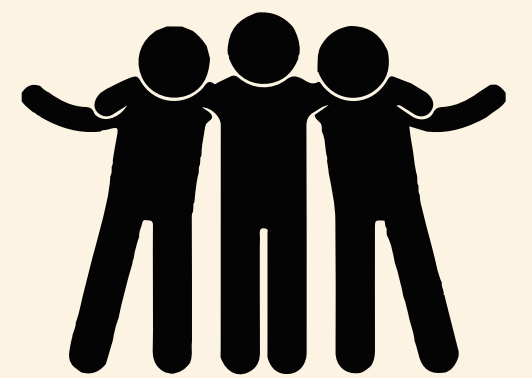
1) Cognition and learning

- High levels of sedentary behaviour (sitting and or not moving) has been linked to poorer academic outcomes [1]
- Limiting screen time and meeting daily physical activity recommendations (60min/day) is associated with 2.75x greater odds of high academic performance [2]
- Physically active children consistently outperform inactive and unfit peers [3]



2) Behaviour and social development

- High levels of sedentary time is associated with poor behaviour and poor pro-social behaviour [4] (The opposite of anti-social behaviour)
- Increasing levels of physical activity can improve the personal and social development of children [5]



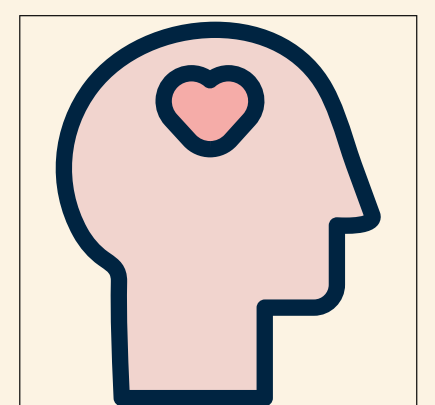
3) Sleep

- Poor sleep can lead to anxiety, stress and reduced coping mechanisms [6]
- High amounts of sedentary time are associated with reduced sleep duration [4]
- Physical activity can improve sleep quality immediately [7]



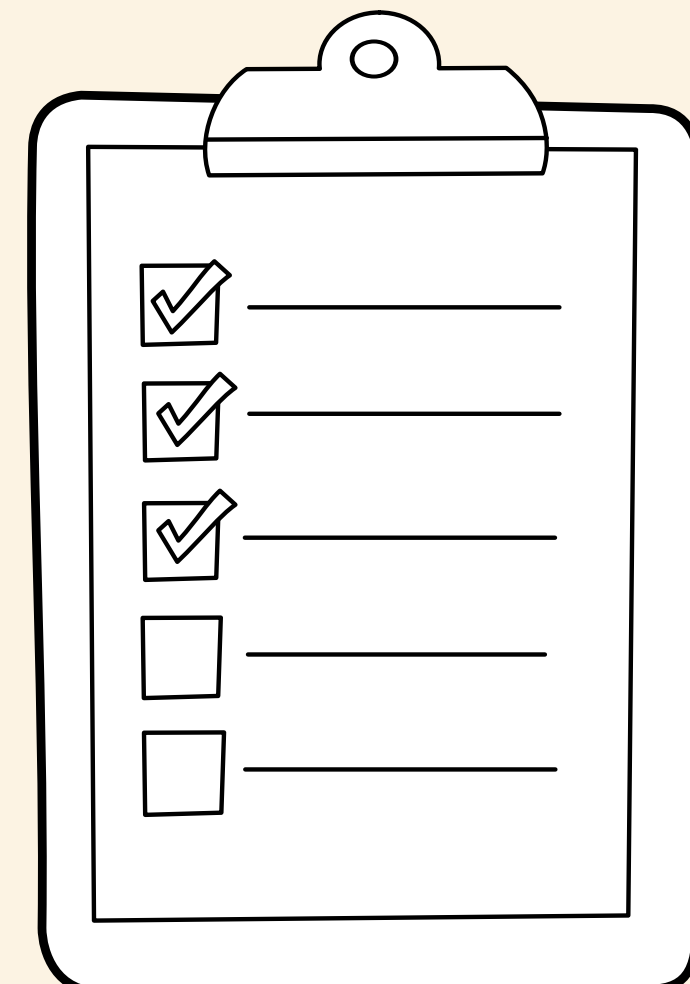
4) Mental health

- A 60 minute daily increase in sedentary behaviour at age 12 has been shown to lead to higher depression scores at age 18 [8]
- High TV useage in excess of 2 hours a day has been associated with reduced emotional wellbeing [9]
- Regular physical activity has a positive impact on anxiety, depression and self-esteem in children [10]



Call to action

- 1) Reframe..** your thinking on what being 'physically active' (or inactive) means.
- 2) Normalise..** moving more and sitting less as part of a holistic day, both in and out of school.
- 3) Consider..** how moving more and sitting less can help with returning to school and in supporting a whole school approach to improving the physical and mental health of children and young people.



More information/support:

- 1) For online learning support to help put this evidence into practice visit the Yorkshire and Humber learning community - [here](#)
- 2) To find out how the pioneering Creating Active Schools framework can support you to sustainably embed physical activity throughout the school so that everyone can easily implement it in their practise visit - [here](#)
- 3) For more information and support with this resource contact Nmassingham@activehumber.co.uk



References:

- [1] Howie, E K etal (2020), '[Associations between meeting sleep, physical activity or screen time behaviour guidelines and academic performance in Australian school children](#)', BMC public health, Australia
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- [4] Chaput JP (2020), '[2020 WHO guidelines on physical activity and sedentary behaviour for children and adolescents aged 5–17 years: summary of the evidence](#)'; World Health Organisation
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- [8] Kandola, A etal (2020), '[Depressive symptoms and objectively measured physical activity and sedentary behaviour throughout adolescence: a prospective cohort study](#)', Lancet Psychiatry, p.262-271
- [9] Trembley, M S etal (2011), '[Systematic review of sedentary behaviour and health indicators in school-aged children and youth](#)', International Journal of Behavioral Nutrition and Physical Activity;
- [10] Biddle, S and Asare, M (2011) '[Physical activity and mental health in children and adolescents: a review of reviews](#)', British Journal of Sports Medicine, p886-895;