



Physical literacy consensus for England: first national consultation summary findings

July 2022

About the Physical Literacy Consensus for England project

Liverpool John Moores University's Research Institute for Sport and Exercise Sciences is collaborating with academics from Coventry University, the University of Gloucestershire, the University of Bradford and Bradford Teaching Hospitals NHS Trust in a Sport England funded year-long project that aims to develop a [physical literacy consensus statement for England](#).

The term 'physical literacy' will, and can, mean different things to different people and organisations. This project aims to create a universal definition of physical literacy in England to hopefully catalyse efforts to adopt, support and promote physical literacy in practice. The year-long project commenced in March 2022 and is structured into three phases of work and five work packages:

1. Review of the existing evidence surrounding physical literacy
2. First national consultation on physical literacy
3. Insight with children and young people
4. Consensus methodologies and co-development with an expert panel
5. Second national consultation on physical literacy and dissemination

This report outlines the findings from work package 2, the first national consultation on physical literacy.

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Executive summary

The first national consultation on physical literacy aimed to capture current understanding and perceptions of physical literacy among key stakeholders in England, and to identify the challenges, needs and opportunities for supporting physical literacy among individuals/organisations.

One hundred and ninety-three individual stakeholders completed an online survey between 3rd May and 5th June, 2022. The respondents were drawn from a wide range of job roles and sectors, though the majority worked in education, sport and physical activity. Stakeholders who responded to this survey provided a range of responses in relation to the concept of physical literacy. Implicit in the responses appeared to be a general valuing for physical literacy as a concept and awareness of its importance for children and young people specifically, and through the lifecourse.

Stakeholders considered the affective, social, physical and cognitive areas (domains) of learning to be most important for developing a person's positive relationship with movement, sport and physical activity for life. When specific elements of learning were examined for importance within each of these domains (e.g. cognitive domain - knowledge and understanding of the benefits of physical activity), there were a larger proportion of elements within the affective domain that were considered important. Of note, elements in the physical domain were rated as less important in general relative to the elements within the other domains.

Stakeholder knowledge of the term 'physical literacy' was mixed. While most of the respondents had heard of the term, the responses indicate that there remains considerable confusion in use of the term physical literacy in practice and confusion in regard to the definition of physical literacy. While the majority had a good grasp of existing definitions or at least parts of definitions, one in five respondents had a limited grasp of the definition of the concept. Furthermore, two-thirds of participants did not know any key principles or philosophies related to physical literacy. Taken together, there seems to be a surface level understanding among many key stakeholders.

When presented with existing definitions of physical literacy from Sport New Zealand, IPLA, Sport Australia and SHAPE America, stakeholders appeared to consider that the Sport New Zealand

and Sport Australia definition best captured the concept of physical literacy and its key principles. However, the IPLA definition was considered easiest to understand.

In free text comments providing feedback about these definitions, some stakeholders expressed a preference for simple definitions, others for a more comprehensive definition that captures their perspectives on relevant domains/elements and key principles of physical literacy. The Sport New Zealand definition captured the greatest proportion of positive free text comments, while SHAPE America's definition received only one positive comment. The Sport Australia definition was considered too long and overly academic in focus.

Around four in ten stakeholders had undertaken some training around physical literacy, though there was considerable variation in the type of training cited. Only a third of respondents were aware of specific physical literacy programmes being provided in practice. Similarly, the use of tools and resources was mixed and the degrees of quality of the resources cited were variable.

In terms of implementing physical literacy in practice, stakeholders' perceptions of challenges for their target audiences included elements of physical literacy such as (lack of) confidence and (lack of) motivation. Organisational challenges included time, lack of understanding, and delivery providers with sufficient training and expertise. Some respondents also identified a need to better consider individuals living with a disability. Stakeholders identified continuing professional development, training, and resources as important to help individuals/organisations to adopt, support and promote physical literacy. In addition, a clear, simple definition was also desired.

Finally, stakeholders were overwhelmingly positive about the opportunities arising from a shared definition of physical literacy in England. Responses broadly fitted into themes relating to an ability to have a positive impact/effect on those they worked with and/or collaborative opportunities across sectors/different job roles.

Overall, the results of the first national consultation on physical literacy indicate that there is sufficient need and demand to develop a shared definition of physical literacy for England.

Aims

The aims of this work package were to:

- Capture current understanding and perceptions of physical literacy among key stakeholders
- Identify the challenges, needs and opportunities for supporting physical literacy among individuals/organisations

Methods

Design and procedures

This study used an anonymous online survey, designed for stakeholders working in any capacity where physical literacy may be in use to describe, and explain their practices and perceptions related to physical literacy. The survey was live from 3rd May 2022 to Sunday 5th June 2022.

The design of the survey (i.e., protocol, structure, items) was based on psychometrically valid guidelines for constructing questionnaires as well as on the methods utilized in other relevant studies with early years professionals (Rapson et al. 2020), sports coaches (Duncan et al. 2022), and teachers (Morgan and Hanson 2008).

The survey was developed with guidance from Sport England in terms of the key aspects of perceptions and practices of physical literacy from the point of stakeholders. Members of the research team, all experts in the broad area of physical literacy and its constituent components, contributed to the development of the questionnaire via questions development and subsequent member checking.

The questionnaire was created in and administered through the Jisc Online Survey administration application and comprised a variety of fixed response, Likert type and open ended (free text questions). An optional demographics section was included at the end of the survey. A copy of

the survey questions can be found in Appendix A. The survey was designed to be completed in approximately 15 minutes. The study was approved by Coventry University Ethics Committee.

Participants

To target the relevant population for this study, invitations were sent via e-mail to Sport England's partner networks and also disseminated via social media to relevant groups (for example, national governing bodies of sports, school games officers, community sports providers, coaching organisations). Invitation e-mails and social media invitations included a brief explanation of the study (i.e., its objectives, aims and rationale), and the survey hyperlink.

- One hundred and ninety-three individual stakeholders completed the survey.
- 166 participants provided at least one aspect of demographic information.
- 50.3% (n =83) of respondents were male and 49.7% (n=82) female.
- Most respondents described their ethnic background as 'white' (93.4%, n=155).
- Nearly two-thirds of participants (62.7%, n=121) were responding in a personal capacity, while 37.3% (n=72) were responding on behalf of the organisation they currently worked for.
- Respondents were drawn from a wide range of stakeholder groups (see Figure 1).
- Although the majority of respondents reported their job role as 'other', when prompted to explain their role, there were considerable diversity in the job roles reported including 'CEO', 'Insight Officer', 'work for an NGB', 'Mentor' and 'School Games Officer', amongst others.
- When asked which sector respondents worked in (see Figure 2), the majority reported the Education (n=121, 62.7%) and Sport (n=123, 53.7%) sectors, followed by Physical Activity (n=103, 53.4%).
- In relation to perceived stakeholder expertise in physical literacy, over half of respondents self-rated their level of expertise as either 'good' (42.5%, n=82) or 'excellent' (11.4%, n=22) with only two respondents (1%) suggesting 'none'.

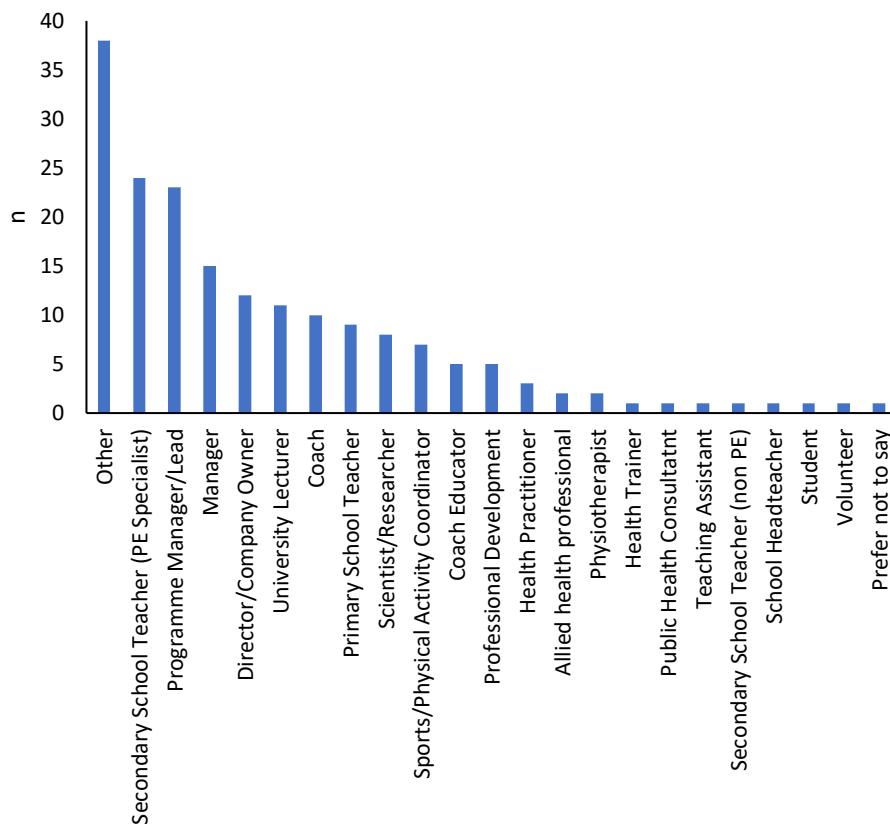


Figure 1 Job roles reported by respondents of the national consultation

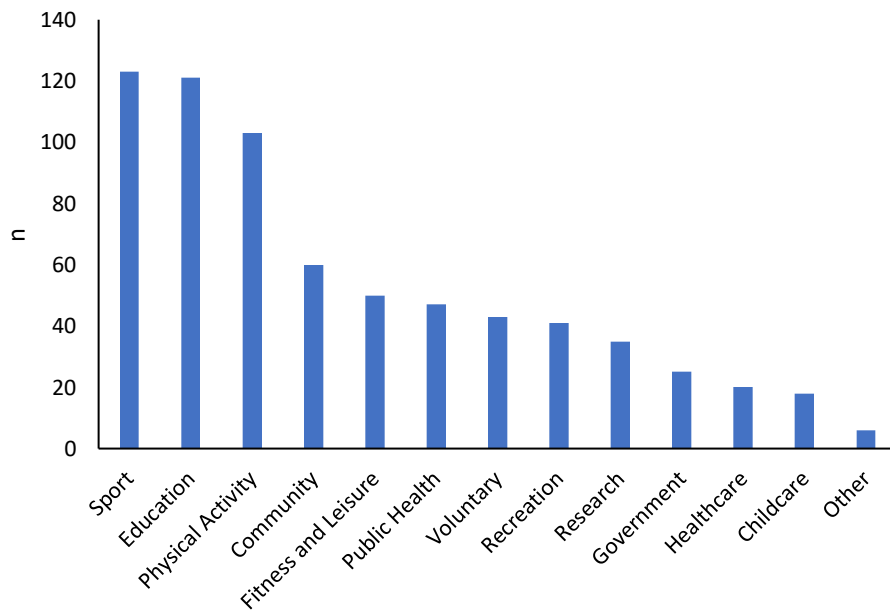


Figure 2 Sectors respondents reported that they associate with (please note, respondents were free to choose more than sector)

Survey Results

Importance of areas of learning for physical literacy

Table 1 presents the relative importance of different areas (domains) of learning in relation to developing a person's positive relationship with movement, sport and physical activity for life. The term physical literacy was deliberately avoided to reduce any bias from pre-existing definitions.

There was some variability across the domains of learning regarding their relative importance. Although most participants rated all domains of learning as 'Somewhat Important' or 'Extremely Important' there were marked higher responses for Affective, Physical and Social domains, where the majority of respondents (94.4%, 72% and 73.9% respectively) rated these domains as 'Extremely Important'.

Conversely, the Spiritual and Language domains had a greater proportion of respondents who rated these domains as 'Neutral' (30.1% for Spiritual and 19.7% for Language), or as 'Somewhat Unimportant' (8.3% for Spiritual and 5.2% for Language) or 'Not Important at All' (4.1% for Spiritual and 1.5% for Language).

Elements within physical literacy

Stakeholders were asked to rate different elements of learning on a 5-point Likert scale ranging from 'not important at all' to 'extremely important' in relation to developing a person's positive relationship with movement, sport, and physical activity for life. The percentage of respondents who ranked each element as either 'somewhat important' or 'extremely important' was summed to create a score for 'combined importance of each element. Scores were graded using a traffic light system where green = 90% importance, amber = >75% but <90% importance, and red = <75% importance. The results from this analysis are presented in Table 2. From this, it appears elements within the 'physical component' are overall rated as less important, when compared to the elements for other components of physical literacy. Conversely, there were a larger number of elements within the affective component for physical literacy that were ranked as important. Appendix B shows additional some of the additional elements that stakeholders deemed relevant.

Table 1 The relative importance (percentage) of different areas of learning (domains) related to developing a person’s positive relationship with movement, sport and physical activity for life from the perspective of stakeholders (n=193)

	Not Important	Somewhat Unimportant	Neutral	Somewhat Important A	Extremely Important B	Important A+B	Don't Know
Affective (emotional or psychological aspects: feelings, values, emotions, and attitudes towards movement, sport and physical activity)	0.5%	0%	0.5%	4.7%	94.4%	99.1%	0%
Cognitive (knowledge and understanding required for movement, sport and physical activity)	0.5%	1%	3.6%	42.5%	51.9%	94.4%	0.5%
Creativity (imagination, invention, flexible thinking, expression, originality in movement, sport and physical activity contexts)	0.5%	2%	9.8%	41.5%	45.6%	87.1%	0.5%
Cultural (understanding, valuing, and appreciating cultural diversity in movement, sport and physical activity contexts; awareness of cultural norms; challenging discrimination)	0.5%	1.5%	9.3%	42.5%	45.6%	88.1%	0.5%
Language (spoken and written communication/language, vocabulary, literacy)	1.5%	5.2%	19.7%	46.1%	26.4%	72.5%	1%
Moral (considered choices around behaviours and values; development of moral attributes or virtues)	1.5%	4%	10.9%	35.2%	47.7%	82.9%	0.5%
Physical (movement skills, fitness, body control and coordination required for movement, sport and physical activity)	0%	2%	2%	21.8%	72%	93.8%	2%
Sensory (sight, touch, smell, hearing, taste, vestibular and proprioception)	2%	4.7%	17.6%	40.9%	33.7%	74.6%	1%
Social (social skills to effectively interact with others in movement, sport and physical activity contexts)	0.5%	2%	2.6%	20.7%	73.9%	94.6%	1%
Spiritual (guiding beliefs, principles or values that help give meaning, purpose, and direction to a person's life)	4.1%	8.3%	30.1%	35.2%	21.2%	56.4%	1%

Table 2 Stakeholder perspectives on the importance of elements of learning in relation to developing a person’s positive relationship with movement, sport, and physical activity for life

Domain	Element	Combined Importance (%)
Affective	Enjoyment	98.4
	Motivation	98
	Confidence	97.4
	Self-esteem	96.3
	Value movement, sport, and physical activity	93.8
	Self-perception of competence	92.8
	Resilience	92.7
	Self-regulation - physical	91.7
	Self-regulation - emotions	88
Cognitive	Knowledge and understanding of the opportunities for movement, sport and physical activity	92.7
	Knowledge and understanding of the importance and benefits of movement, sport and physical activity	92.2
	Knowledge and understanding of the effects of movement, sport, and physical activity on the body	86.6
	Reflect and improve own performance, including optimal challenges	84.5
	Knowledge and understanding of safety and risk for self and others in movement, sport and physical activity contexts	84
	Knowledge and understanding of safety and risk for self and others in movement, sport and physical activity contexts	84
	Creativity and imagination in application of movement	79.3
	Perceptual awareness	73.5
	Identify and describe movement	64.3
	Knowledge and understanding of tactics, rules, and strategy	63.2
Physical	Movement skills	88
	Coordination	87
	Cardiovascular fitness	82.4
	Fine motor skills	79.8
	Functional movement skills	78.8
	Flexibility	77.7
	Creativity in movement, sport and physical activity situations and contexts	76.7
	Agility	75.6
	Muscular endurance	71.5
	Strength	68.9
	Speed	64.8
	Movement competence in different environments	64.8
Power	63.8	
	Reaction time	63.7
Social	Relationships (building and maintaining relationships that enable a person to interact effectively with others)	95.4
	Social skills (collaboration, communication, cooperation, leadership and conflict resolution)	94.3
	Ethics and morals (fairness and justice, inclusion, equity, integrity and respect)	86.5
	Society and culture (appreciation of cultural values which exist within groups, organisations and communities)	85

Knowledge of the term 'Physical Literacy'

Stakeholder perceptions of the definition of physical literacy

- In regard to the question 'Have you heard of the term 'Physical Literacy' before', by far the majority (90.2%, n = 174) responded that they had. 7.8% (n = 15) reported that they had not, with the remainder stating, 'prefer not to say' (2.1%, n=4).
- Overall, the participants that had heard of the term demonstrated a good grasp of existing definitions or at least parts of definitions, with the majority referring to commonly conceived components of physical literacy. Appendix C highlights some interesting suggestions.
- Approximately 1 in 5 respondents had a poor grasp of the concept. This was signified by stakeholders responding with the term 'physical literacy' itself as a means to describe physical literacy or simply replying 'physical literacy association', stating, 'Margaret Whitehead' or 'human interaction'.
- Figure 3 presents a word cloud as a visual representation of responses, where larger words reflect greater frequency in the free text responses provided by stakeholders.



Figure 3 Word cloud as a visual representation of responses given by stakeholders to explain the term 'Physical Literacy' (larger words reflect greater frequency in the free text responses provided by stakeholders).

- The term 'Physical Activity/Activities' was stated by 78 respondents, often as the outcome of physical literacy and often used in conjunction with some statements relating to some of the perceived attributes to be active. For example (n=28), 'The motivation, confidence, physical competence, knowledge and understanding to take part in physical activity'
- Conversely, given the importance of physical activity as a potential outcome of physical literacy, it is perhaps interesting to note that physical activity was missing from around one third of the stated definitions, including those associating with the IPLA definition.
- Singular elements/components of physical literacy were also stated in combination - but not always all terms at the same time (Confidence n=90, Understanding n=75, Motivation n=73, Knowledge n=71, Competence n=69, Movement n=57, Physical Activity n=42). Enjoyment was only mentioned seven times.
- If both 'movement' and 'competence' are combined and considered under a heading of 'physical competence', this was by far the most stated element by stakeholders.
- Statements relating to 'for life' or 'across the life course' were missing from over half the stakeholder definitions, suggesting a general absence of physical literacy as a life course concept in the way respondents conceptualise physical literacy.
- Fundamental movement skills (n=18) were sometimes cited as the definition of physical literacy. Although this only occurred for ~10% of respondents, this does indicate that some respondents are still considering physical literacy as fundamental movement skills.
- The International Physical Literacy Association (IPLA) was referred to (n=10) in some cases as a sole response or when citing the stakeholder's definition of Physical Literacy. Likewise, a small number (n=8) of stakeholders referred explicitly to the academic Margaret Whitehead in their response, as the individual often credited with the modern conceptualisation of the term Physical Literacy. Although such a response is related to physical literacy, it was not sufficient to demonstrate a good grasp of the concept.
- There were some isolated examples where stakeholders simply stated an existing programme (e.g., 'Boing', a specific physical activity programme in some parts of the UK)
- Some stakeholder responses did not directly or fully define physical literacy but instead asserted a value-based judgement about the concept. For example, '*It's not a term many people would use and seems very academic*' or some responses ascribed a (potentially incorrect) value to the term, for example: '*Misleading term implying skill development starts with (mythical) fundamental movement skills*'.
- There were also some responses where respondents were confused by use of the term 'literacy' specifically.

Stakeholder perceptions of principles or philosophical assumptions of physical literacy

- When asked if they were aware of any principles or philosophical assumptions of physical literacy, the answers were mixed with a third (33.2%, n=64) responding 'yes', a third (32.6%, n=63) responding 'no' and nearly a third (29%, n=56) responding 'don't know' and 5.2% (n=10) preferring not to say.
- Collectively, this represents two-thirds of respondents who did not know of any principles or philosophies related to physical literacy.
- When asked to state what philosophies or principles exist, the subsequent responses were highly varied and illustrate that some respondents were aware of particular philosophies or principles, such as 'existentialism' (n=11), 'phenomenology' (n=11), 'monism' (n = 13).
- Individual philosophers were also identified ('Satre' n=2) and 'Margaret Whitehead' (n=7).
- Of note, 1 in 5 respondents stated Whitehead's philosophical pillars, less than 10% of respondents noted anything related to holistic and lifelong, and less than 5% noted anything related to physical literacy being inclusive and an individual journey.
- A number of responses were broader, referencing elements (e.g., motivation, confidence, competence) of physical literacy instead, either in isolation or in combination, but often not in a complete form from any recognised definition of the term.
- Broadly, the responses to this question would suggest that among those respondents who said they did know the principles and/or philosophies of physical literacy, that in fact, they are not well known.

- Stakeholders had sourced their understanding of the philosophies or principles of physical literacy from a range of organisations such as Sport England (n=2), Sport Wales (n=1), Association for Physical Education (n=2), IPLA (n=11), Youth Sports Trust (n=3), in addition to individual reading/career professional development (n=11), individual research work as part of formal education (e.g., PhD study; n=2).
- Other, less verifiable sources of knowledge were also cited, albeit with less frequency, including 'The Internet' (n=2) and 'Youtube' (n =2). Stakeholders also provided, on occasion, links to particular academic papers relevant to physical literacy broadly (n=2).

Definitions of Physical Literacy

Stakeholders were then presented with four internationally recognised definitions of physical literacy; those used by IPLA, SHAPE America, Sport Australia and Sport New Zealand (Table 3).

Stakeholders were then asked a series of questions, responding via a 7-point Likert scale ranging on 5 points from Strongly Disagree to Strongly Agree and also having the option to respond, 'Don't Know' or 'Prefer not to say'.

Table 3 Internationally recognised definitions of physical literacy

<p style="text-align: center;">IPLA (2017)</p> <p>"Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life."</p>	<p style="text-align: center;">SHAPE America (2019)</p> <p>"Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person."</p>
<p style="text-align: center;">Sport Australia (2019)</p> <p>"Physical literacy is lifelong holistic learning acquired and applied in movement and physical activity contexts.</p> <p>It reflects ongoing changes integrating physical, psychological, social, and cognitive capabilities.</p> <p>It is vital in helping us lead healthy and fulfilling lives through movement and physical activity.</p> <p>A physically literate person is able to draw on their integrated physical, psychological, social and cognitive capabilities to support health promoting and fulfilling movement and physical activity – relative to their situation and context – throughout the lifespan."</p>	<p style="text-align: center;">Sport New Zealand (2019)</p> <p>"A person's Physical Literacy is a combination of their motivation, confidence and competence to be active, along with their knowledge and understanding of how being active contributes to their life.</p> <p>Everyone has their own unique Physical Literacy that contributes to their overall wellbeing. It affects how, why and if they participate in physical activity throughout their life.</p> <p>It is important to note that a person's Physical Literacy reflects their context, environment, culture and world and physical literacy is a holistic concept, involving physical, social, emotional, cognitive and spiritual dimensions."</p>

Comprehensiveness of different physical literacy definitions

When asked if the definition fully captures the concept and key principles of physical literacy, the Sport New Zealand definition had the most respondents replying, ‘Strongly Agree’ (51.8%, n = 100) and also replying either ‘Strongly Agree’ or ‘Agree’ (88.1%, n =170) compared to the other definitions (see Table 4). Sport Australia also scored relatively highly in terms of agreements.

Table 4 Stakeholder (n=193) ratings for different definitions of physical literacy as to their capture of the concept and key principles of the term

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Agree + Strongly Agree	Don’t Know	Prefer Not to Say
IPLA (2017)	1.6%	17.8%	13%	39.4%	35.8%	75.2%	2.1%	0.5%
SHAPE America (2015)	2.1%	15%	16.6%	42.5%	21.2%	63.7%	2.1%	0.5%
Sport Australia (2019)	2.1%	2.1%	10.4%	45.1%	37.8%	82.9%	2.1%	0.5%
Sport New Zealand (2019)	1%	2.6%	5.7%	36.3%	51.8%	88.1%	2.1%	0.5%

Ease of understanding of different physical literacy definitions

When asked to rate if the definition was easy to understand (See Table 5), the IPLA (2017) definition had the largest proportion of responses as ‘Strongly Agree’ (44%, n=85).

It is also worth noting that 1 in 5 respondents did not agree that the IPLA definition was easy to understand, and the majority of respondents found the Sport Australia definition hard to understand (potentially because it is a multi-part statement).

Table 5. Stakeholder rating for different definitions of physical literacy as to its ease of understanding

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Agree + Strongly Agree	Don't Know	Prefer not to Say
IPLA (2017)	1.6%	4.7%	15.5%	32.6%	44%	77.6%	1%	0.5%
SHAPE America (2015)	1.6%	9.3%	21.2%	38.3%	28%	66.3%	1%	0.5%
Sport Australia (2019)	3.1%	23.3%	29%	30.1%	13%	43.1%	1%	0.5%
Sport New Zealand (2019)	2.1%	15.5%	20.2%	36.3%	24.4%	60.7%	1%	0.5%

Definition(s) that do/do not resonate with individuals and organisations

Stakeholders were then given the opportunity to expand, in free text form, regarding the definitions of Physical Literacy.

Response data (n=43) was broadly categorised into the following two themes: 1) Academic/research related; 2) Elements/components of physical literacy.

Pen profiles of these responses are presented in Figure 4 and 5 respectively.

- A quarter of stakeholders commented that the definitions appeared too wordy, too academic and did not apply as well to practitioners
- A larger number of comments, and the main theme from these responses, related to discussion about the different elements/components of physical literacy and how they might (or might not) feature in the four definitions stakeholders were presented with.
- Positive responses also sometimes credited concise and to the point definitions. Length of statement and language used appeared to be important based on stakeholder comments.
- Of the four definitions that were presented, the SHAPE America definition (n=1) and the Sport Australia definition (n=7) received the fewest positive comments in free text response.
- The Sport New Zealand definition (n=14) had the greatest frequency of positive responses, followed by the IPLA (n=10) definition.
- The Sport Australia definition received the greatest number of critical comments in the free text responses, with these comments largely focusing on the length of the statement and that the definition was too academically focused.

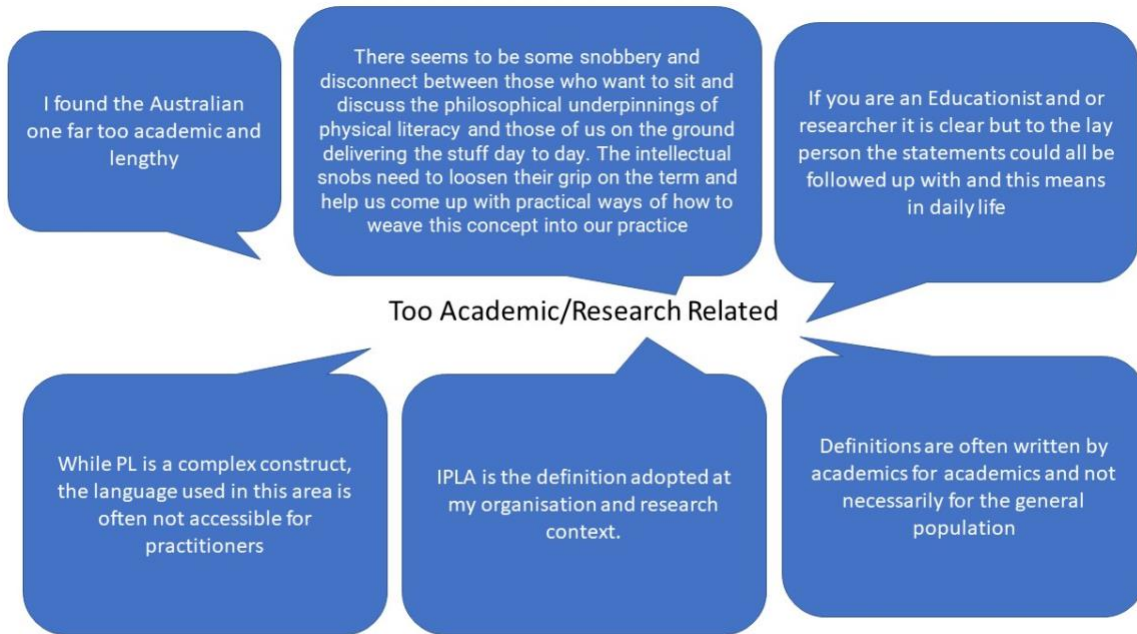


Figure 4. Pen profile responses related to the theme of Academic/Research Related

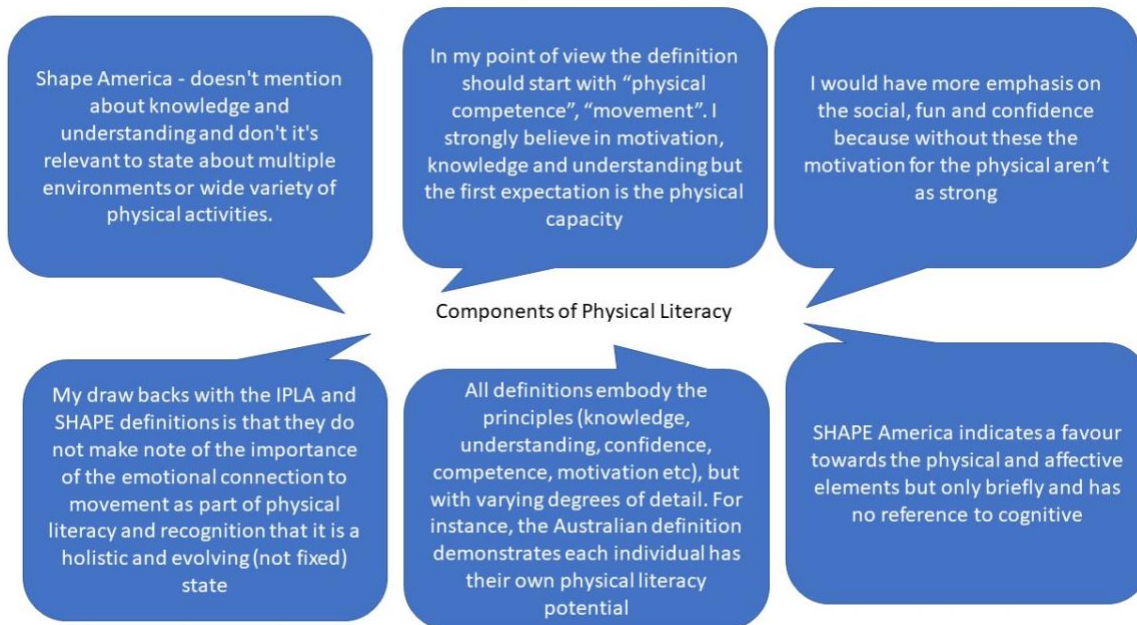


Figure 5. Pen profile responses related to the theme of Components of Physical Literacy

Value, training and resources for physical literacy

Value of physical literacy

- Stakeholders were asked to respond, using a scale of 0 (Not important) to 10 (Essential), to the question 'How important is supporting physical literacy in young people'. By far the majority (n=162, 83.9%) responded with a score of 10/essential, and only 3 stakeholders 1.5% responded with a score below 6/10 for this question.
- When asked a follow up free text question of why physical literacy is important and what the benefits are, responses frequently identified that physical literacy was important for 'health'/ to be 'healthy' (n=50) or had some form of 'benefit' for children (n=20).
- The most frequently cited benefits were relating to 'physical activity/activities' (n=65), the development of 'movement skills' (n=27) and physical literacy as being related to participation in 'sports' (n=24).
- There was acknowledgement in the responses that physical literacy has benefits for 'confidence' (n=21), 'wellbeing' (n=15), 'self-esteem' (n = 5) and resilience (n=5). There were also some responses that acknowledged the benefits were lifelong and holistic (n=2).
- A word cloud representing responses from participants is presented in Figure 6.



Figure 6. Word cloud as a visual representation of responses given by stakeholders to explain why physical literacy is important and what the benefits are (larger words reflect greater frequency in the free text responses provided by stakeholders).

Training for physical literacy

- The experience of specific training for physical literacy was split, with 43.5% (n=84) of stakeholders reporting that they had received physical literacy training and 47.2% (n=91) reporting that they had not.
- Where stakeholders provided free text responses on the nature of this training, there was considerable variation in the type of training cited, including 'Boing', 'Bikeability', 'TheFA', 'Formalised Coaching Courses', 'IPLA webinars', 'Sport Wales', '1st4Sport MultiSkills' and 'Swimming Teacher Award'.
- Just over half of stakeholders (54.9%, n=106) were not aware of specific physical literacy programmes, where a third (33.2%, n=64) were aware of specific physical literacy programmes. Few respondents gave free text responses to clarify which programmes.

Tools and resources for physical literacy

- Over a third of respondents (39.4%, n=76) reported using tools to deliver physical literacy related provision in their practice/settings.
- The free text responses asking which tools, were also considerably variable, offering different degrees of quality of resource and from a diverse range of sources.
- These ranged from individual weblinks to documents, citing national governing bodies of sport in England, 'lesson plans and videos', 'in house resources', 'ongoing CPD resources' and some descriptions of individual reading around the topic by stakeholders.
- The majority of these descriptions were not verifiable in terms of their actual physical literacy content, or the quality of the resources used by stakeholders.

Implementation of physical literacy in practice

Challenges in developing/delivering physical literacy

Target audience challenges

- When asked to identify the top three challenges in developing physical literacy for their target audiences, 'lack of understanding' was the most frequently cited challenge (n=38), followed by 'time' (n=37).

- Stakeholders identified challenges for their target audience which intertwined with some of the commonly considered components of physical literacy including '(lack of) motivation' (n=17), '(lack of) confidence' (n=19).

Organisational challenges

- When asked to identify the top three challenges to delivering physical literacy for their organisation 'time' (n=28) and 'lack of understanding' (n=27) were the most frequently cited challenges.
- The individuals delivering physical literacy were also identified consistently in the response (n=29), where 'staff delivering', 'personnel delivering', 'teachers' and 'coaches' were mentioned often in conjunction with a need for more time, better understanding and/or better training to develop and deliver physical literacy related activity.
- There were, however, a variety of responses reflecting different parts of the physical activity and sport 'system' ranging from individual factors, e.g., 'trying to find the right person in the school to have the conversation with' or 'personnel who understand the concept', to wider societal factors where 'deprivation' and 'cost of living crisis' were mentioned, organisational factors 'coordination between agencies crowded school timetables', organisations 'NGBs', 'Schools' and policy 'Government educational policy' were all mentioned.
- Some respondents also identified a need to better consider individuals with disability, for example: 'adequate provision for deaf or hard of hearing participants'.

Supporting the development of physical literacy

- When stakeholders were asked to identify the top three things that would help them/their organisation to adopt, support and promote physical literacy, training (n=36) was the most cited thing with the term 'training' consisting of simply 'training', but also 'teacher training', 'CPD' (continuing professional development) and 'structured CPD pathway'.
- Following this, 'resources' were the second most frequently cited thing (n=30) followed by comments relating to the definition of physical literacy (n=27) including 'definition', 'clear definition', 'plain English definition' and 'simple definition'.
- It is perhaps useful to note, that earlier in the survey, where participant were asked their views on existing definition, the simplest definition provided by IPLA was not particularly well liked. It would appear the stakeholders do not want an overly simple definition of physical literacy, nor do they want an overly complex definition, but they do want a definition that clearly covers all relevant aspects of the concept.

Opportunities arising from a shared definition of physical literacy

The stakeholders then responded to a question asking what opportunities might arise from a shared understanding and vision of physical literacy.

The responses to this question were overwhelmingly positive but varied. Figure 7 presents pen profiles of the different types of responses given by stakeholders.

Responses broadly fitted into themes relating to an ability to have a positive impact/effect on those they worked with and/or collaborative opportunities across sectors/different job roles.

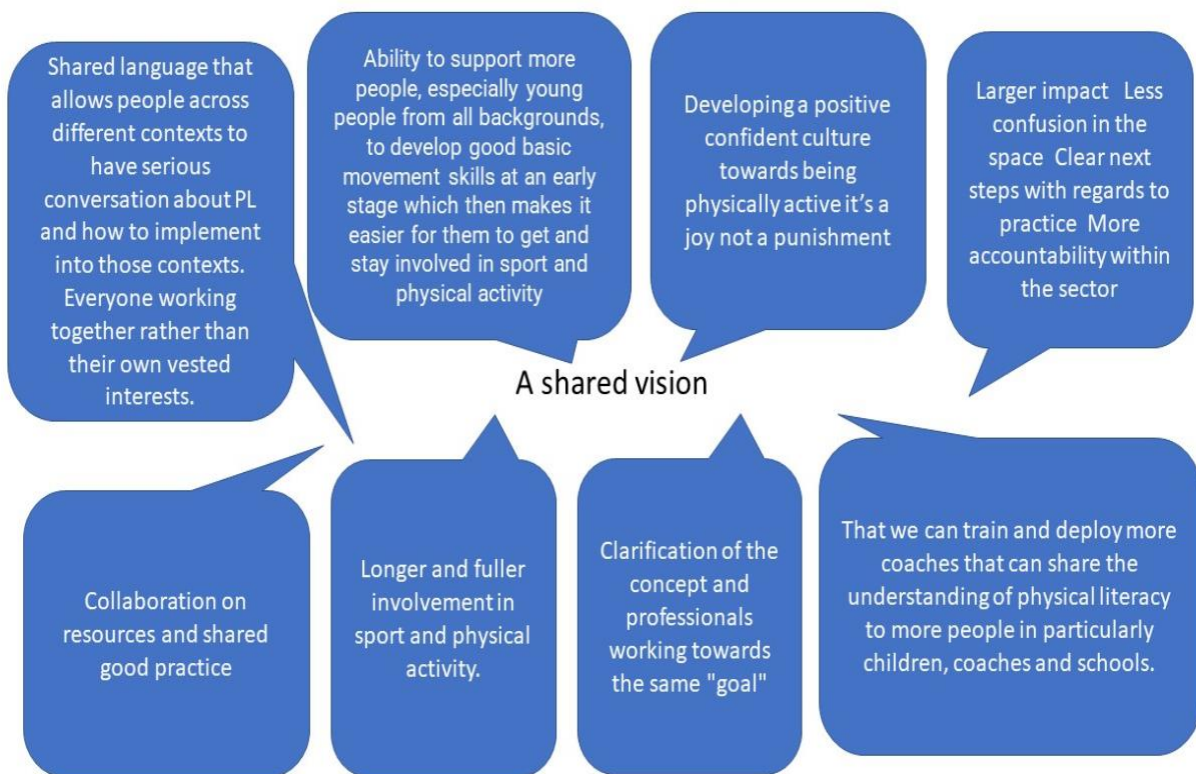


Figure 7 Pen profile responses related to what a shared vision for physical literacy might bring

Summary

- Stakeholders who responded to this survey provided a range of responses in relation to the concept of physical literacy. Implicit in the responses appeared to be a general valuing for physical literacy as a concept from the respondent.
- It should be highlighted that the stakeholders who completed the survey responded to an open call related to physical activity. Thus, it is highly likely that those stakeholders most interested in, invested in, and involved in physical literacy in their organisations/work completed the survey.
- This work therefore provides a snapshot from that population, and there are likely a much wider range of stakeholders, where physical literacy may be relevant to their work but are not represented here.
- Broadly, the results of this stakeholder survey suggest that there remains considerable confusion in use of the term physical literacy in practice and confusion in regard to the definition of physical activity.
- Some stakeholders expressed a preference for a simple definition, others a more comprehensive definition. The majority of respondents suggested they were involved in physical literacy related activity and had understanding of the term, but when probed further it appears that the physical literacy related activity they referred to was likely not specifically physical literacy related work, and their understanding of the term was inconsistent, often one sided to a particular element of physical activity and ignored key aspects of physical literacy as a concept
- Overall, the results presented here would suggest there is remit and sufficient need to develop a shared definition of physical literacy for England.
- This might subsequently be followed by resource and/or training packages which develop a shared understanding of physical literacy which might be employed in practice and research environments and cross sectors.

Sport England Physical Literacy Stakeholder Engagement Survey

Are you submitting these responses in a personal capacity or on behalf of an organisation?

- Personal Capacity
- Organisation

What is the name of your organisation? (optional - please note, your comments will be presented anonymously with no mention of your role/affiliation)

What is your employment status as it relates to this questionnaire?

- Employed - full time
- Employed - part time
- Self-employed
- Combined full/part time and self-employed
- Unemployed
- Volunteer
- Retired

What is your job title as it relates to this questionnaire?

- Allied health professional
- Coach
- Coach developer / educator
- College lecturer
- Director / Owner Director
- of public health Doctors
- Group exercise instructor
- Professional development
- Health and social care professional
- Health practitioner
-

- Leisure / fitness centre manager
- Manager
- Personal trainer
- Physiotherapist Play
- worker Psychologist
- Public health consultant
- Programme manager / lead
- Pre-school teacher Primary
- school teacher Teaching
- assistant
- Secondary school (non-PE) teacher
- Secondary school PE teacher (specialist)
- School principal / Headteacher
- Scientist / Researcher
- Sports leader
- Safeguarding officer
- Sports / Physical activity coordinator Sports
- development officer
- Sports therapist
- Student Swimming
- teacher University
- lecturer Volunteer
- Youth worker
- Yoga or pilates instructor

If 'Other' please specify

With what sector(s) do you associate? (*tick all that apply*)

- Childcare
- Community
- Education
- Fitness and Leisure
- Government

- Physical Activity
- Public Health
- Recreation
- Research
-
- Sport
- Voluntary
- Prefer not to say Other

if 'Other' please specify

Do you/your organisation target, are restricted to, or intend to benefit people living in a particular geographical area? (*tick all that apply*)

- National
- East Midlands
- East of England
- London
-
- North East
- North West
- South East
- South West
-
- Yorkshire and The Humber
- West Midlands

Who are the target audiences for you/your organisation? (*tick all that apply*)

- Young children (under 5s)
- Children (5-11 years) Young
- people (12-17 years) Adults
- (18-64 years)
-
- Older adults (65 and over) Ethnically
- diverse communities
-
- Communities experiencing racial inequity
-
- Faith communities

- Gender – women and girls
- Disabled persons LGBTQ+
- People who are educationally or economically disadvantaged Health conditions
- Migrants
- Other (please specify)

If 'Other' please specify

In this section, we want to learn what you think matters in helping children and young people to have a positive relationship with movement, sport and physical activity for life.

How important are the following areas of learning in relation to developing a person’s positive relationship with movement, sport and physical activity for life? *Required*

	Not important at all	Somewhat unimportant	Neutral	Somewhat important	Extremely important	Don't know	Prefer not to say
AFFECTIVE (emotional or psychological aspects: feelings, values, emotions, and attitudes towards movement, sport and physical activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COGNITIVE (knowledge and understanding required for movement, sport and physical activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CREATIVITY (imagination, invention, flexible thinking, expression, originality in movement, sport and physical activity contexts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CULTURAL (understanding, valuing, and appreciating cultural diversity in movement, sport and physical activity contexts; awareness of cultural norms; challenging discrimination)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE (spoken and written communication/language, vocabulary, literacy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MORAL (considered choices around behaviours and values; development of moral attributes or virtues)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHYSICAL (movement skills, fitness, body control and coordination required for movement, sport and physical activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENSORY (sight, touch, smell, hearing, taste, vestibular and proprioception)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SOCIAL (social skills to effectively interact with others in movement, sport and physical activity contexts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPIRITUAL (guiding beliefs, principles or values that help give meaning, purpose, and direction to a person's life)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With regards to AFFECTIVE development (*psychological and emotional capabilities*), how important are the following elements of learning in relation to developing a person’s positive relationship with movement, sport, and physical activity for life?

	Not important at all	Somewhat unimportant	Neutral	Somewhat important	Extremely important	Don't know	Prefer not to say
Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resilience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-perception of competence in relation to movement, sport and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-regulation - emotions (ability to manage emotions and feelings in relation to movement, sport and physical activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-regulation - physical (ability to recognise and manage physical signals such as pain, fatigue and exertion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value movement, sport, and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any other AFFECTIVE elements of learning missing from the list above that you consider to be important in developing a person’s positive relationship with movement, sport, and physical activity for life? *Optional*

With regards to COGNITIVE development, how important are the following elements of learning in relation to developing a person’s positive relationship with movement, sport, and physical activity for life?

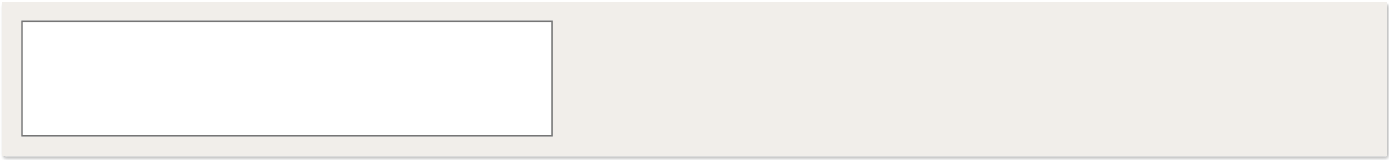
	Not important at all	Somewhat unimportant	Neutral	Somewhat important	Extremely important	Don't know	Prefer not to say
Ability to identify and describe movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to reflect and improve own performance, including setting optimal challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity and imagination in application of movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and understanding of the effects of movement, sport, and physical activity on the body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and understanding of the importance and benefits of movement, sport and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and understanding of the opportunities for movement, sport and physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and understanding of safety and risk for self and others in movement, sport and physical activity contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and understanding of tactics, rules, and strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceptual awareness (tacit knowledge used to quickly recognise the environment and make accurate decisions based on experiences, observations, emotions, and intuition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any COGNITIVE elements of learning missing from the list above that you consider to be important in developing a person’s positive relationship with movement, sport, and physical activity for life? *Optional*

With regards to PHYSICAL development, how important are the following elements of learning in relation to developing a person’s positive relationship with movement, sport, and physical activity for life?

	Not important at all	Somewhat unimportant	Neutral	Somewhat important	Extremely important	Don't know	Prefer not to say
Agility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cardiovascular fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity in movement, sport and physical activity situations and contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine motor skills (small muscles working with the brain and nervous system to control movements to do things like eating, writing, manipulating objects, getting dressed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional movement skills (the ability to move with proper muscle and joint function, and strength, e.g., squat, lunge, and push-ups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Movement competence in different environments (e.g., land, water, ice, or snow)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Movement skills (i.e., stability [e.g., balancing], locomotor [e.g., running], and object-manipulation [e.g., catching, kicking])	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muscular endurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any PHYSICAL elements of learning missing from the list above that you consider to be important in developing a person’s positive relationship with movement, sport, and physical activity for life? *Optional*



With regards to SOCIAL, MORAL and CULTURAL development, how important are the following elements of learning in relation to developing a person’s positive relationship with movement, sport, and physical activity for life?

	Not important at all	Somewhat unimportant	Neutral	Somewhat important	Extremely important	Don't know	Prefer not to say
Ethics and morals (fairness and justice, inclusion, equity, integrity and respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships (building and maintaining relationships that enable a person to interact effectively with others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Society and culture (appreciation of cultural values which exist within groups, organisations and communities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social skills (collaboration, communication, cooperation, leadership and conflict resolution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any SOCIAL, MORAL and CULTURAL elements of learning missing from the list above that you consider to be important in developing a person’s positive relationship with movement, sport, and physical activity for life?

Optional

Have you heard of the term physical literacy before?

- Yes
- No
- Prefer not to say

If you have heard of the term, how would you define and explain physical literacy? *(please feel free to use your own words or text from an existing definition that you agree with)*

Are you aware of any principles or philosophical assumptions of physical literacy?

- Yes
- No
- Don't Know
- Prefer not to say

If 'Yes' please state what philosophies or principles

Where did you source this information? *Optional*

There are several international approaches to the definition of physical literacy. Some examples are below. There are subtle differences between each definition in terms of the areas of learning and development noted, and the depth of explanation of the concept offered. We want to learn which definition of physical literacy resonates with you/your organisation and why.

"Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life." (IPLA, 2017)

"Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person." (SHAPE America, 2019)

"Physical literacy is lifelong holistic learning acquired and applied in movement and physical activity contexts. It reflects ongoing changes integrating physical, psychological, social, and cognitive capabilities. It is vital in helping us lead healthy and fulfilling lives through movement and physical activity. A physically literate person is able to draw on their integrated physical, psychological, social and cognitive capabilities to support health promoting and fulfilling movement and physical activity – relative to their situation and context – throughout the lifespan." (Sport Australia, 2019)

"A person's Physical Literacy is a combination of their motivation, confidence and

competence to be active, along with their knowledge and understanding of how being active contributes to their life. Everyone has their own unique Physical Literacy that contributes to their overall wellbeing. It affects how, why and if they participate in physical activity throughout their life. It is important to note that a person's Physical Literacy reflects their context, environment, culture and world and physical literacy is a holistic concept, involving physical, social, emotional, cognitive and spiritual dimensions." (Sport New Zealand, 2019)

The following questions are about you/your organisations perceptions of these definitions of physical literacy and their relevance to your current delivery or provision.

The definition is relevant and appropriate to the concept of physical literacy

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Prefer not to say
IPLA (2017)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHAPE America (2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport Australia (Australian Sports Commission, 2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport New Zealand (2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The definition fully captures the concept and key principles of physical literacy

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Prefer not to say
IPLA (2017)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHAPE America (2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport Australia (Australian Sports Commission, 2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport New Zealand (2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The definition is easy to understand and appropriately worded

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Prefer not to say
IPLA (2017)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHAPE America (2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport Australia (Australian Sports Commission, 2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport New Zealand (2019)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you wish, please expand upon your answers above and state which definition(s) does or does not resonate with you/your organisation, and why. *Optional*

From your perspective, how important is supporting physical literacy in children and young people?

	1 (Not Important)	2	3	4	5	6	7	8	9	10 (Essential)
How important is supporting physical literacy in children and young people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your opinion, why is physical literacy important? What are the benefits?

Optional

This next section is about what physical literacy education and training, programmes, tools and resources currently exist in England. This might include supporting the areas of learning that are related to physical literacy and fostering a positive relationship with movement, sport and physical activity for life.

Are you aware of any education and training, programmes, tools and/or resources aimed at physical literacy, which you would like to share with us? Please also include any that you/your organisation offer as relevant.

Education and training

- Yes
- No
- Prefer not to say

If 'Yes' please describe which education and training (e.g., aims, target population, name of education/training/professional development course, provider, website links)

Programmes

- Yes
- No
- Prefer not to say

If 'Yes' please describe what programmes (e.g., aims, physical literacy related elements targeted, target audience,

number of participants, name of programme, provider, website links)

Tools and resources

- Yes
- No
- Prefer not to say

If 'Yes' Please describe what tools and resources (e.g., Titles, type of resource/products [website, media, books, videos, etc.], website links)

Do you use any tools and/or resources to develop physical literacy in your current practice?

- Yes
- No
- Prefer not to say

If 'Yes' which tools/resources do you use in your current practice

How would you rate your level of expertise in the area of physical literacy?

	None	Minimal	Adequate	Good	Excellent
Level of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are the top 3 challenges in developing physical literacy among your target audience(s)? *Optional*

What are the top 3 challenges to adopting, promoting and supporting physical literacy for you/your organisation? *Optional*

What are the top 3 practical things needed to help you / your organisation adopt, support, and promote physical literacy? *Optional*

What opportunities do you/your organisation see in the long-term arising from a shared understanding and vision of physical literacy in England?

Optional

Are there any ideas or other thoughts which you would like to share? Please share anything else that you'd like to feedback to us. *Optional*

Please leave your email if you would be interested in contributing to the development of a physical literacy consensus statement for England and/or its adoption. This may involve the research team contacting you in the future in relation to the project as it evolves. *Optional*

This section of the survey is completely optional. We ask the following questions surrounding protected characteristics in order to assess the representativeness and diversity of the survey respondents. These responses are completely confidential and will not be linked to any of your responses. You can either choose not to complete this section or you can complete the section and skip any specific question you do not wish to answer by clicking 'prefer not to say'.

I am happy to provide information about my personal characteristics (e.g., age, gender, ethnicity, religion, sexuality and disability)

- YES
- NO

What is your gender?

- Male
- Female
- Non-binary
- Other
- Prefer not to say

What is your age?

Which of the following best describes your ethnic group or background?

- White British
- Other White background
- Mixed
-
- Asian or Asian British
- Black or Black British
- Other Ethnic Group Prefer

Do you have any physical or mental health conditions or illnesses that have lasted or are expected to last 12 months or more?

- Yes
- No
- Prefer Not to Say

Do these physical or mental health conditions or illnesses have substantial effect on your ability to do normal daily activities?

- Yes
- No
- Prefer not to say

Does this disability or illness affect you in any of the following areas?

- Long term pain
- Chronic health condition
- Mobility
- Dexterity
- Mental health
- Visual Breathing
- Memory
- Hearing
- Learning Speech
- Behavioural
- Other
-
- None of these
- Prefer not to say

What is your religion, even if you are not currently practising?

- Christian (including Church of England, Catholic, Protestant and all other Christian denominations) Buddhist
- Hindu
- Jewish
- Muslim
- Sikh
- Any other religion
- No religion

- Don't know
- Prefer not to say

Which of the following options best describes how you think of yourself?

- Heterosexual or straight
- Gay or lesbian
- Bisexual
- Other
- Don't know

This is the end of the survey. Thank you very much for your time and responses. Your thoughts and perceptions are greatly appreciated and highly valued. We will use the learning and insight gleaned from this survey to inform the development of a physical literacy consensus statement for England.

Novel physical literacy elements suggested by stakeholders

Table 1. Novel physical literacy elements suggested by stakeholders

Affective	Cognitive	Physical	Social, Moral and Cultural
Relatedness	Evaluate capacity to monitor self and personal needs	Intelligent action – perception-action	Belonging/relatedness – seeing yourself as part of a group
Belonging	Solving movement problems	Perception linked to action	Peer group and family learning
Connection	Understanding of strengths and stages	Romping and fighting	Mental health – the importance of spiritual practice, meditation, reflection, breathing
Autonomy	Consequential thinking	Adaptability (see Basic Movement Skills in Athletic Skills Model)	Empathy, compassion
Commitment	Core executive functions	Sequencing	Emotional intelligence
Feeling safe	Deepened reasoning and describing decision-making	Rhythm	
Courage, risk taking	Recognition of wider holistic personal development benefits of movement, engagement in sport and PA	Breadth of movement skills	
Self-discipline	Declarative and procedural knowledge needed for successful movement (knowing how to move, showing this in action)	Management and manipulation of objects/forms of movement (cycling/skating)	
Emotional intelligence	Self-pride? Head space?		
Self-perception of body image	Understanding of transfer from one game type to another		
Happiness	Learning about change and its application		

Additional physical literacy definitions provided by stakeholders

Table 1. Additional physical literacy definitions provided by stakeholders

Interesting examples
The capacity to explore, develop, refine, master and appreciate the importance and value of the capacity to select, adapt, express and evolve movements competencies or actions to achieve goals, within defined contexts, at varying levels of performance, and within / across different environments over time.
The underlying physical, social, cognitive and emotional competences that underpin effective and efficient performance in human movement orientated tasks. Physical literacy is about developing the skills, knowledge and behaviours that give us the confidence and motivation to lead active lives.
Meaningful understanding of interaction within the environment. this covers all aspects of human interaction, I.e, physical, psychological, social and many other forms of human interaction.
Activity + Achievement = Fun Physical literacy is the ability to move with control and safely that meets personal competence and to be able to do this with a good and appropriate level of confidence in a wide variety of physical activities in multiple environments with and without equipment that benefit and increase knowledge of the importance the leading and developing a progressive goal of leading a healthy and active lifestyle throughout all milestones of life.
Knowledge, understanding, confidence and motivation to value and take responsibility for engagement in physical activities/sport for life. The understanding that physical activity benefits the healthily development of the whole person, physically and mentally, helping to make healthy choices.
This is rather simplified, but I think of it as COM-B specifically related to movement behaviours
Misleading term implying skill development starts with (mythical) fundamental movement skills
I feel my previous understanding of physical literacy is somewhat dated and referred to the fundamental movement skills or physical attributes a pupil needs to be successful in sport and physical activity e.g. ABCs and SAQ
Physical literacy is the overall holistic approach to one's body being physically active. The doing, the knowing and the feeling of physical activity. If you were to think of your body as a book like a peice of literature you can reflect every chapter and element of the book as a segment of what the body can do to be physical. The beauty of physical literacy is that someone who cannot be physically active- perhaps due to a disability - can still participate in multiple aspects of physical activity/education/development.
It is a rem that is quite confusing as there are many variations offered. In essence , if the word MOVEMENT was emphasised then PL would connect closer to the aspects of PESSPA that school need to acknowledge and account for.
Physical Literacy is about having certain attributes that we all need to help us get active, stay active and have a positive relationship with physical activity - so having the confidence to take part, feeling good about taking part, knowing where you can take part and knowing why taking part matters to us.
Physical, social and emotional development through movement-based play

The knowledge, motivation and competency to engage with the full holistic benefits of physical activity.

The affective, cognitive, psychosocial and physical elements/skills/domains that contribute to a lifelong dedication towards being physically active and choosing physical activity and sport over sedentary pursuits.

Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. This needs to be measured against peers to understand if an individual is at the correct level for their age and physical ability (reference to having a physical disability).

PL as holistic development

Physical, social and emotional development through movement-based play

Physical, emotional, social and cognitive skill development through physical activity

Integration of physical, affective, cognitive and social benefits accrued through physical movements experiences
