



Physical Literacy Consensus for England: Second National Consultation on a Draft Consensus Statement

13th April 2023

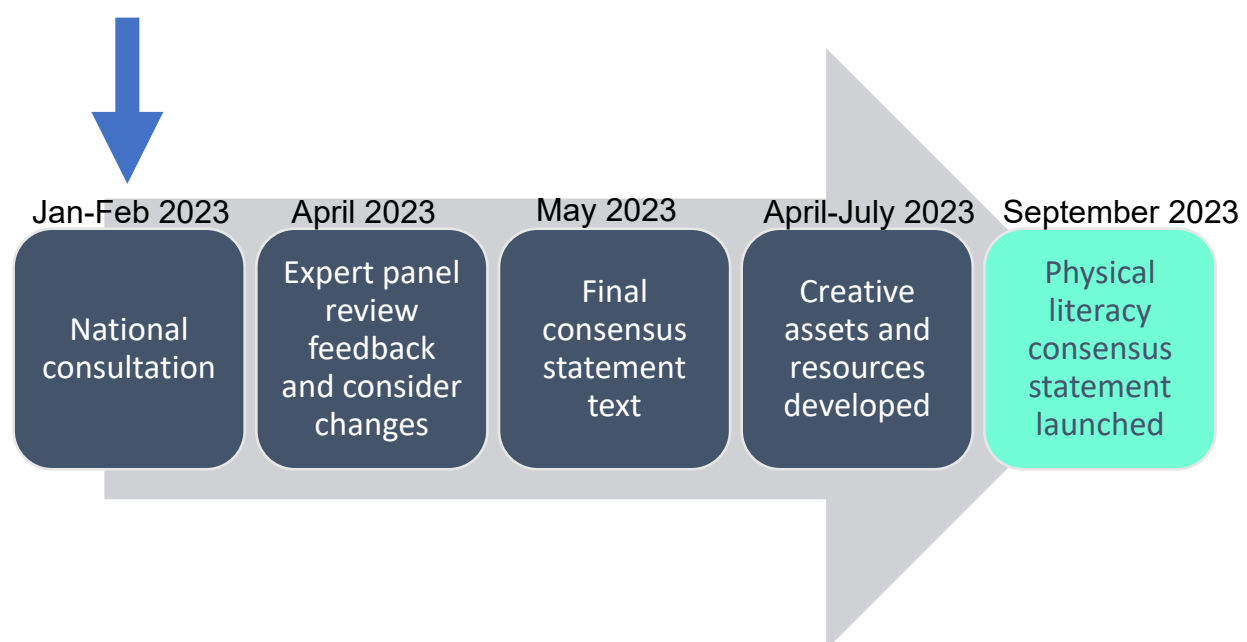
About the Physical Literacy Consensus for England project

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 5, the second national consultation on the draft physical literacy consensus statement. The below diagram outlines the current stage (blue arrow) of work package 5 and next steps in reaching consensus and subsequent dissemination of the consensus statement.



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We would like to thank everyone who contributed to this work through the webinars and methodological support with survey development and commenting on drafts, with special thanks to the research team (Dr Hannah Goss, Dr Jade Morris, Dr Daniel Bingham, Professor Lisa Barnett, Dr Wesley O'Brien, Dr Cara Shearer, Dr Andy Daly-Smith, and Professor Mike Duncan) and colleagues at Sport England (Charlie Crane, Georgina Howe, Matthew Hallam).

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Executive Summary

The [draft Physical Literacy Consensus Statement for England](#) (Figure 1) was co-developed by an expert panel of researchers and professionals between June and December 2022.

This report presents the findings of the [second national consultation](#), which aimed to capture stakeholder views on the draft consensus statement for consideration by the expert panel.



Physical literacy is our relationship with movement and physical activity throughout life

Why physical literacy matters

People who have a positive relationship with movement and physical activity are more likely to be physically active throughout life, which improves health, well-being, and quality of life.

Understanding our physical literacy

Some of the signs we can use to understand whether or not we have a positive personal relationship with movement and physical activity include how we value, enjoy, and engage in physical activity for life.

Everyone's physical literacy is different

Everyone has their own individual needs and past experiences of movement and physical activity. Our physical literacy is therefore unique, and changes over our lifetime. Sometimes we feel good about movement, at other times we have a weak or complicated relationship and find it more difficult to be active.

Building physical literacy

How we think, feel, move and connect with others during movement and physical activity shapes our physical literacy. Nurturing these influences helps us to develop a positive relationship with physical activity and movement, building the foundations for an active life.

How experience affects our physical literacy

The people, culture, places, and spaces around us influence our relationship with movement and physical activity. Positive experiences of movement and physical activity that meet our needs encourage us to be – and stay – active.

Figure 1: Draft Physical Literacy Consensus Statement for England

Stakeholder feedback was captured via an online survey, which opened on 9th January 2023 and closed at midnight on Sunday 12th February 2023. The survey included a mixture of Likert scale questions and an opportunity to provide free text general comments on topics such as disagreements with the statement, presentation and style issues, the inclusiveness of the statement and its appropriateness across sectors, as well as suggested changes to the text.

The draft consensus statement was also presented in a series of three 1-hour webinars held on 23rd January 1st February, and 6th February 2023, with subsequent discussions and comments from attendees noted by the research team.

Three hundred and twenty-four individual stakeholders completed the online survey. The respondents were drawn from a wide range of job roles and sectors, though the majority worked in education, sport, and physical activity.

- 72% of respondents agreed or strongly agreed that the draft consensus statement 'provides clarity and understanding of physical literacy'.
- 64% of respondents agreed or strongly agreed that the draft consensus statement 'covers all the key areas that are important for understanding physical literacy'.
- 68% of respondents agreed or strongly agreed that the draft consensus statement is 'easy to understand and appropriately worded'.
- 63% of respondents agreed or strongly agreed that the draft consensus statement 'will be useful and beneficial to me/my organisation'.

Likert scale questions (see above) and free text comments indicated that there was general support for the draft consensus statement, with positive feedback mentioning the clarity and breadth of aspects covered as well as support for physical literacy being a lifelong journey.

There were, however, concerns raised over the language and terminology used:

- Some respondents raised concerns about the use of the word 'literacy' given its traditional definition and meaning is aligned to abilities or competencies, and not that of a relationship.
- Trepidations were noted around the complexity of understanding wording such as 'relationship' or 'nurture', while phrases such as 'weak relationship' were disliked by some respondents.
- The absence of explicit reference to some contexts or concepts considered of importance to understanding physical literacy, such as play, sport, fundamental movement skills, and other specific capabilities such as competence and confidence.
- The inclusivity of the consensus statement text from a disability perspective.

Suggestions for improvements focused on simplifying messages, ensuring inclusion across stakeholders and contexts, as well as addressing how a consensus statement might manifest in practice across the sector.

Overall, the results of the second national consultation indicate that there was a broadly positive view of the draft consensus statement from stakeholders, but there is still some developmental work required to create a consensus statement that is universal, accessible, and inclusive and fosters a shared understanding of physical literacy across sectors.

Aim

The aim of this work package was to capture stakeholder feedback on draft Physical Literacy Consensus Statement for England (see Figure 1).

Methods

Design and procedures

The second national consultation work package included a series of webinars and an online survey to capture stakeholder perspectives on the draft Physical Literacy Consensus Statement for England. All consultation research methods were approved by the University of Gloucestershire Ethics Committee.

Three webinars lasting approximately 60 minutes were hosted by members of the research team (Will Roberts and Dr Kiara Lewis) alongside Sport England representatives on the 23rd of January, 1st February and 7th February 2023, respectively. The webinars summarised the Sport England context for this work, the project process to date, and presented the draft consensus statement. Attendees were then given guidance on the online survey completion and provided with an opportunity for a question-and-answer discussion of the statement text.

The national consultation on the draft Physical Literacy Consensus Statement for England was administered via an anonymous online survey (Jisc online surveys), which ran between 9th January and 13th February 2023. The survey was designed to be completed in approximately 15 minutes.

The design of the survey (i.e., protocol, structure, items) was informed by other relevant national consultation exercises such as [NICE](#) and the [UK CMO guidelines](#), as well as [COSMIN methodologies for evaluating content validity](#).

The questionnaire comprised of a variety of fixed responses, Likert type and open ended (free text) questions (See Appendix 1). An optional demographics section was included at the end of the survey.

Specifically, the survey included four Likert scale questions [strongly disagree, disagree, neutral, agree, strongly agree, don't know, prefer not to say] covering the statements:

- The consensus statement provides clarity and understanding of physical literacy.
- The consensus statement covers all the key areas that are important for understanding physical literacy.
- The consensus statement is easy to understand and appropriately worded.
- The consensus statement will be useful and beneficial to me/my organisation.

Respondents were then given the option to provide free text general comments on the following points:

- Any inconsistencies or disagreements with the draft consensus statement?
- Issues of presentation and style, including the accessibility of the wording and ordering of the content?
- Whether the statement is appropriate across education, sport, health, community, and wider sectors?
- Whether you think the statement is inclusive by age, gender, disability, ethnicity, religion, sexual orientation, and deprivation?
- What, if anything, should be changed and why?

Recruitment

Stakeholders were invited to participate in the consultation by Sport England and their system partners via e-mail invitation. The consultation was also promoted on various social media channels (Twitter, Facebook, LinkedIn) by the research team, the expert panel, Sport England, and their system partners. Sport England system partners include national governing bodies, active partnerships, sport, coaching, health, education, voluntary and community organisations, among others. Recruiting stakeholders via these partner networks ensured that a diverse range of stakeholders across sectors were targeted for the consultation.

Analysis

Likert scale questions were analysed via simple descriptive presentation, while free text qualitative comments were analysed using content analysis.

Findings

Participants

- 90 participants attended the three national webinars, with between 20-40 participants per webinar.
- Three hundred and twenty-four individual stakeholders completed the online survey.
- 205 participants (63.3%) completed the survey in a personal capacity.
- 119 (36.7%) completed the survey on behalf of an organisation, with 99 organisations from across the sport, physical activity and education sectors named
- Most respondents described their ethnic background as 'white' (n=256, 91.4%)
- Only a very small percentage were voluntary (n=17, 5.2%) or retired (n=8, 2.5%) with the vast majority being employed in the sector
- Of those, a range of sectors were represented (see Figure 2 below)
- The respondents stated that their target audiences covered a range of participant demographics, though there was high representation from those working with children and young people (see Figure 3 below)

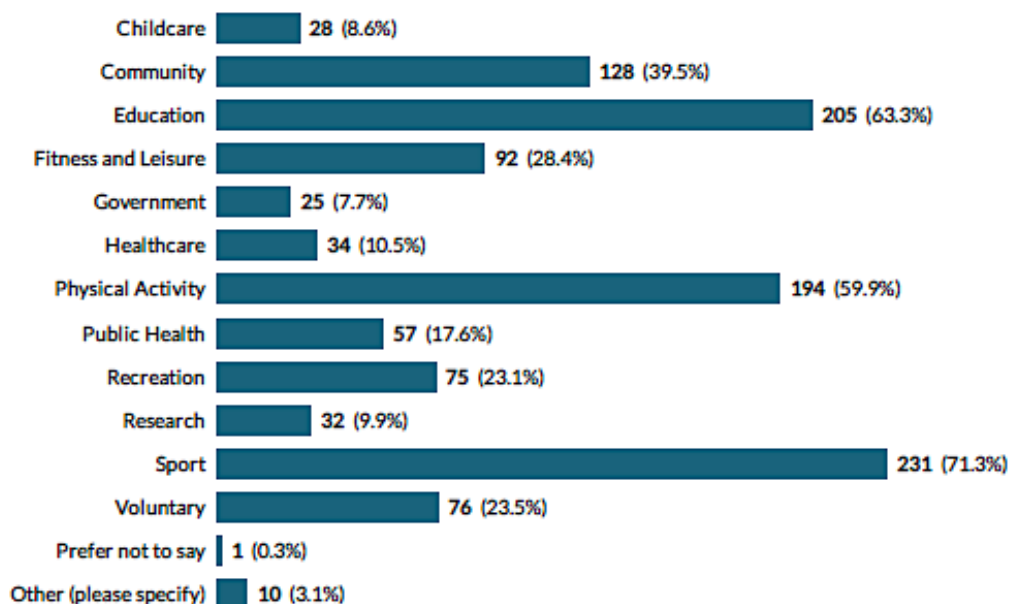


Figure 2: Sector participants associate most closely with

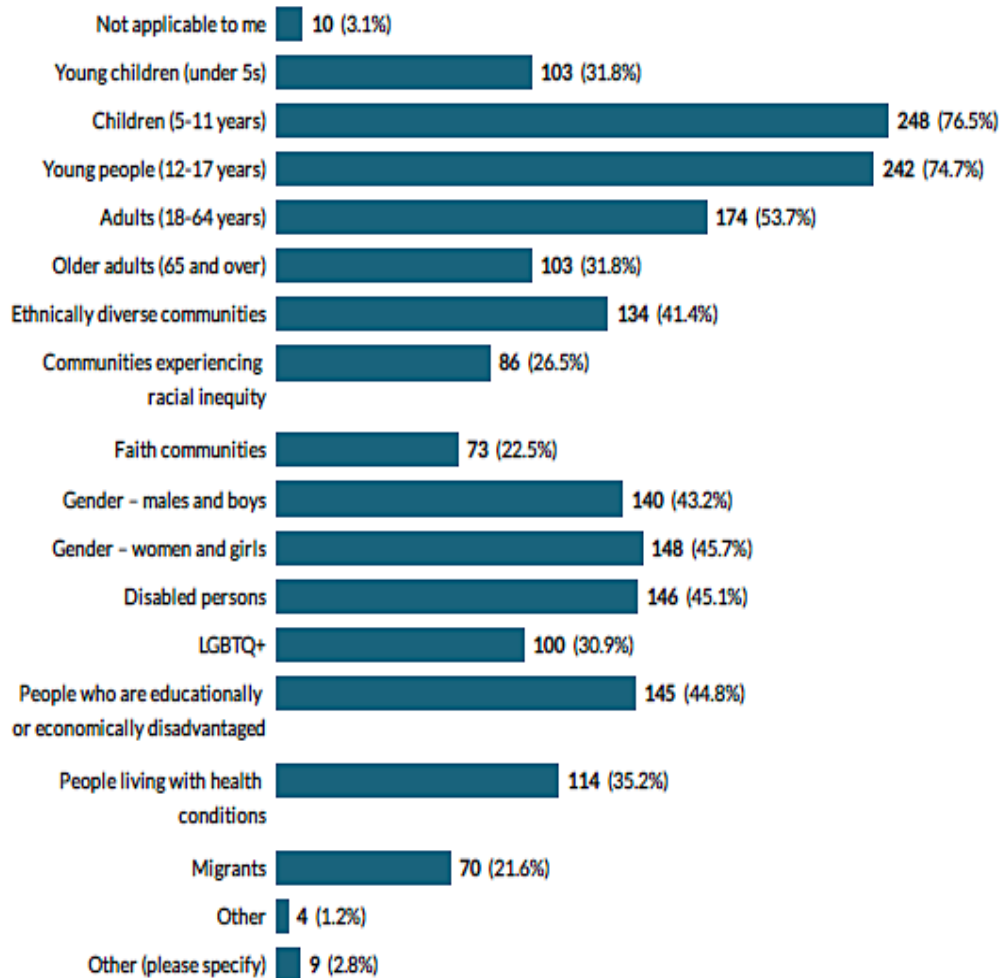


Figure 3: Target audiences of consultation respondents

Feedback on the draft consensus statement

Appendix 2 offers an overview of the qualitative data content analysis conducted on the free text responses. There were several positive comments regarding the draft consensus statement (n=70, from 201 free text responses) but overwhelmingly, responses were coded as negative (n=160). Some answers were coded multiple times (for example a response might have included a discussion on clarity, inclusion, and/or something else). However, the majority of free text responses (70%) were critical in some form.

Stakeholders' free text comments on the draft Consensus Statement were analysed through content analysis and are summarised alongside the Likert scale question quantitative responses below under three key themes of 1. **Clarity**, 2. **Breadth**, 3. **Inclusiveness**.

1. Clarity of the consensus statement

As shown in Figure 4, n=232 (72%) respondents agreed or strongly agreed that the consensus statement provides clarity and understanding of physical literacy. Given that limited numbers (n=50; 15%) disagreed or strongly disagreed with this item, responses were broadly positive.

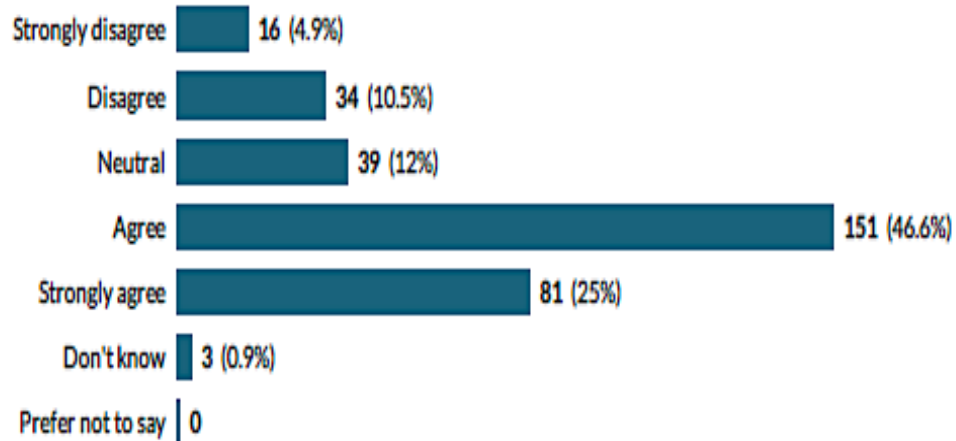


Figure 4: The consensus statement provides clarity and understanding of physical literacy.

As shown in Figure 5 below, n=221 (68%) respondents agreed or strongly agreed that the consensus statement is easy to understand and appropriately worded, indicating broad support for the accessibility of the language and presentational style.

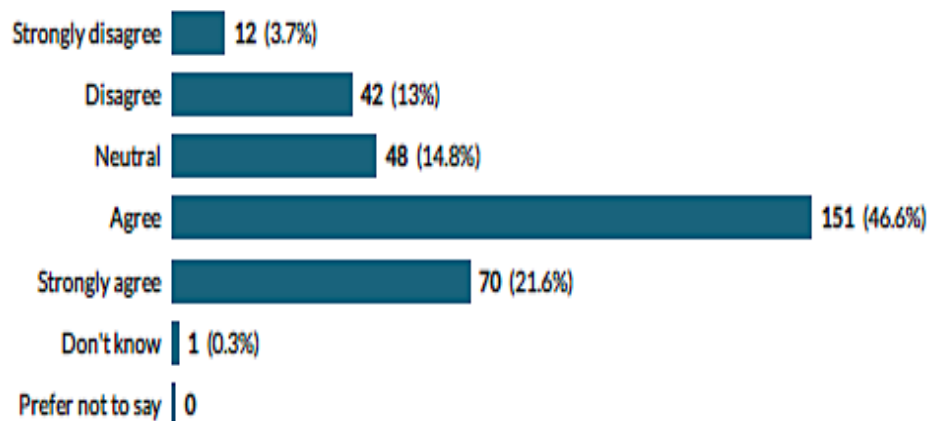


Figure 5: The consensus statement is easy to understand and appropriately worded.

Whilst there were free text comments in support of the clarity of statement, there were common considerations that aspects lacked clarity and were challenging to understand.

There was concern expressed that **there was not an actual definition**:

"It [the consensus statement] still lacks clarity in what it [physical literacy] means"

Further, some issues were raised regarding **the relationship aspect of the definition**:

"The term 'relationship' is far too vague for me and not aligned to the term 'literacy'. Literacy would suggest more of an ability of capacity than relationship."

"The overarching statement is not clear for the intended audience – i.e., PL is our 'relationship' with movement, etc. What does this mean? Surely (given what is outlined in the rest of the statement) PL is the basis for an individual's engagement with physical activity (in any form) throughout life."

"We feel the word 'relationship' requires greater clarity. This word feels theoretical and has the potential for different interpretations. The explanation of how we build physical literacy being about how we 'think, feel, move and connect' feels a more relatable descriptor."

"Can one have a positive relationship with movement and physical activity, and a negative relationship with sport and recreation – if one does, what does this mean for their physical literacy?..."

"...As the statement refers to the positive relationships, it's not clear how you actually describe someone's physical literacy. Is it 'good' if there's a positive relationship? Or 'positive' or 'strong'..."

"How would we describe someone with a positive relationship with physical activity (physically literate? High physical literacy?) vs. someone with a negative relationship (assuming not physically illiterate, low physical literacy?)."

Another common concern linked to that last quote was **the use of literacy as a term**. Some stakeholders also believed that *physical* literacy needs to include competence in the definition as at its core it is about being 'physically capable'.

"Literacy is defined as competence or knowledge in a specified area. Therefore, physical literacy should not be a relationship but a level of competence, knowledge or potentially skill".

"Perhaps some reference to capabilities and skill acquisition would help"

"The inclusion of the word 'literacy' provides significant confusion to this conversation. To be literate means that you have a certain level of competence, and are 'able' to do something. The word competence is included within many other definitions of physical literacy, but is not part of the main definition here."

Whilst there were positive comments on the style and accessibility of the statement, common considerations were that the 'average person' may have some difficulty understanding some of the wording.

As well as confusion around the use of '**relationship**' and '**literacy**', terms such as '**weak**', '**nurture**' and '**signs**' were also considered problematic. Also, it was suggested by some respondents that the term 'physical activity' needed to be defined and explained.

"Avoid the use of the word weak. It might be misinterpreted. It's not a weakness, it's just life!"

"In medical terms, a SIGN is something visible...Us valuing physical activity is not, in my opinion, a sign."

"I like the reference to generic, umbrella terms such as movement and physical activity (as opposed to exercise/sport, etc.)...However, the term physical activity may have to be explained for a lay audience so they understand its scope and breadth."

Other comments were that the **statement was too wordy** in places and could be **simplified**:

"For 'some of the signs we can use to understand whether or not we have a positive personal relationship with movement and physical activity include how we value, enjoy, and engage in physical activity for life' – why not say- how we value enjoy and engage in PA show how likely we are to be active"

2. Breadth of the consensus statement

As shown in Figure 6, n=206 (66%) agreed or strongly agreed that the consensus statement covers all the key areas that are important for understanding physical literacy.

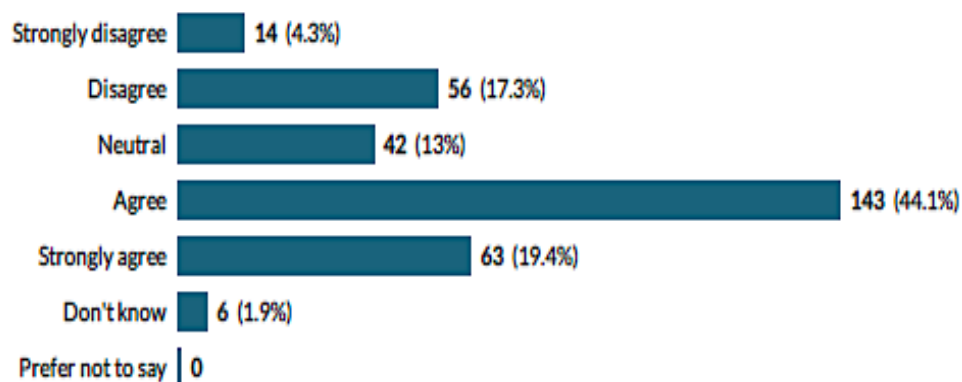


Figure 6: The consensus statement covers all the key areas that are important for understanding physical literacy.

Under the theme of breadth, there are two key considerations surrounding the comprehensiveness of the statement that were highlighted from the free text comments.

Firstly, **the lack of explicit mention of physical, cognitive, affective and social domains** and specific **capabilities** were highlighted by many respondents. This is seen in several free text comments highlighting motivation, confidence, knowledge and understanding as important constructs. There are several mentions of the capabilities used in widely used definitions such as the International Physical Literacy Association (IPLA):

"I like that 'think, feel, move and connect are now being used but I think each need some added information alongside them or perhaps an example of what each might look like. This was done well in Uniting the Movement: "A combination of a person's enjoyment, confidence, competence (how easy they find it), understanding (that it's beneficial) and knowledge (knowing how to get involved and improve)"

"I find the IPLA definition more helpful - "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"

In particular, aspects of the physical domain such as physical skills, fundamental movement skills, and movement more broadly were considered 'missing':

“No discussion around the physical skills needed to become physically literate and the importance of applying those skills.”

“In school PE, this may be jumping, skipping, galloping, rolling, balancing, throwing, dodging, running, jumping, throwing and catching. In older adults, it will be the retention and re-tuning of these skills as individuals negotiate age-associated physiological decline, so they remain physically active.”

The absence of terms such as competence in the statement were highlighted by some survey respondents and discussed within the webinars. In the webinars, it was discussed how children themselves did not perceive the 'physical' elements as being fundamental to being active (it was about being able to socialise and be with friends that was important). Further, members of the expert panel had discussed how people with physical limitations could still be involved in sport/movement with the context of the environment being more important than physical competence. Webinar attendees understood the rationale once explained to them, but this was not immediately apparent to them in the consensus statement text.

Secondly, respondents noted the **absence of a range of contexts** in the statement (e.g., health, play, sport, community, outdoor, gardening), which may limit the perceived usefulness of the statement among certain sectors and organisations (see Figure 7). Whilst it was recognised that further support may be required in disseminating the statement, there were concerns that it needs to be clearer from the start as to what is included.

“Whilst I think the draft is broadly ok, I think it is crucial that any definition or statement make explicitly clear that everything that is encompassed – e.g. sport, formal or informal exercise, active recreation, active employment, daily household activities which involve movement (gardening, shopping in person etc), active play, active travel (walking, cycling) etc...”

“We think it would be important for Sports to be mentioned somewhere in this statement in recognition that organized sports are a specific and different type of physical activity that can add value to other types of exercise. We are worried that this omission might not ensure accountability of those who are meant to design policies around sport and make funds available for sports activities.”

“Play is the foundation of all movement, therefore is a precursor to physical literacy. Play should be specifically mention in the consensus statement to reflect the importance of Play in relation to PL.”

There was also some concern that the section “How experience affects our physical literacy” should also raise awareness of the role that **negative experiences** can have on influencing movement and physical activity, as well as noting positive experiences.

“It is really important that this statement gives the understanding that negative experiences, as much as positive, influence physical literacy and activity. Not having safe space to play and be outside, being shouted at in PE, football training not being fun, environments being obesogenic and not at all suited to physical activity, all of these things have to be put in people’s minds rather than it jut talking about positives... it is only adding one word [negative], but it is crucial.”

As shown in Figure 7 below, the majority of responses (n=205: 64.3%) agreed or strongly agreed that the statement would be useful and beneficial.

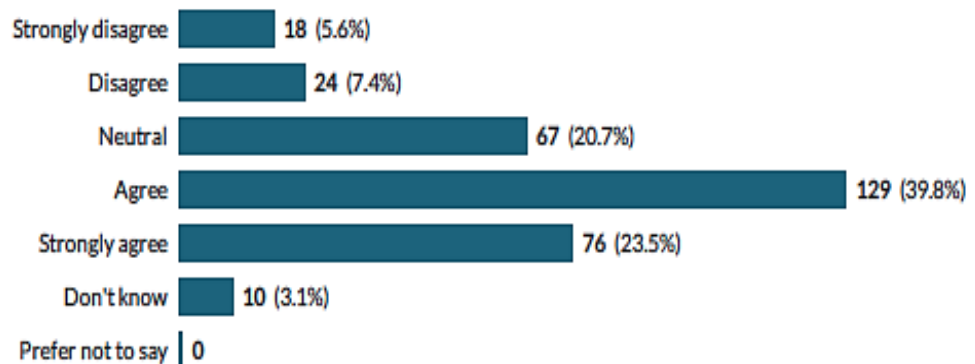


Figure 7: The consensus statement will be useful and beneficial to me/my organisation

Common considerations relating to not finding the statement useful were that the statement was vague or not narrow enough for people to be able to comprehend.

“The statement...is too vague and unclear as to what to do with it”

“We are not entirely sure that this will be a definition useful for the sector and for a broader audience, as other people might struggle to understand what physical literacy means, unless it’s better and more narrowly defined.”

3. Inclusiveness of the consensus statement

There were positive and negative comments regarding the inclusiveness of the statement. There were many who felt an explicit statement on inclusivity was needed. There was also concern that because not everyone knows what is included in the term physical activity that this may be an exclusionary term in and of itself. Some commentary highlights the issues:

“I would stress more on the inclusivity of the Consensus Statement, by explicitly writing about accessible activities to every group despite their age, gender, disability, ethnicity, religion, sexual orientation, and deprivation.”

“Across the statement, more explicit reference is needed to tackling inequalities and intersectionality, especially in terms of individual experiences of physical literacy.”

“Perhaps “people, culture, places, and spaces” is not a wide enough description of influences, especially for minority groups who maybe mentally and physically limited, another huge influence being time restriction (because of work, caring commitments), of course that list cannot be too long so I suppose if I think about other influences such as safety, finances, opportunities, etc. they can deemed to be covered in what is already written.”

The following respondent quote highlighted that children should be explicitly referenced:

“The statement does not mention children specifically, which feels a critical omission... It is inconsistent not to mention children for two reasons (i) they are a key audience/beneficiary of this statement and need to be called out in it; and more fundamentally (ii) physical literacy begins in childhood – it is the crucial foundation stage for that lifelong relationship with movement and physical activity to be positive.”

Specifically relating to disability, there were a number of comments that the statement was too individualistic and fails to show how important the context/environment is on physical literacy:

“The statement needs to make clearer the relationship between the lack of accessible spaces and Disabled people’s understanding of physical activity. In particular, when the statement acknowledges that “Our physical literacy is therefore unique, and changes over our lifetime,” it should better reflect that other’s physical literacy impacts the literacy of marginalised groups who don’t have the same access to physical activity provision.”

Further, it was suggested that the statement would not include people with a disability (physical or learning) – suggesting the physical element is too strong:

“We should bear in mind that some disabled people, particular those with complex and severe physical disabilities, physical literacy needs to be relevant in the context of their condition. This may be a simple action of trying to control a movement which can be challenging for some. I believe the current statement doesn't recognize the other attributes that being actively engaged in physical activity (for example Boccia)”

Conclusion

- Stakeholders who responded to this survey provided a range of responses in relation to the draft consensus statement. Implicit in the responses to the closed questions is a positive response to the clarity, breadth, appropriateness, and usefulness of the draft consensus statement.
- Broadly, the results suggest that some wording requires attention and thoughtful consideration (relationship, nurture, literacy, positive, negative, weak).
- The directional nature of physical literacy (positive/negative/strong/weak) requires further consideration as this was a significant element of the consultation.
- Consideration should be given regarding specific inclusion of the domains or capabilities that are commonly linked to physical literacy (e.g., physical, cognitive, affective, social) either in the statement and/or supporting assets and resources.
- The range of contexts (physical activity, movement, play, sport, recreation) included in the definition require discussion as to what is included and what confuses the consensus statement work. It seems that those that work in these sectors may feel excluded if this is not addressed adequately.
- Whilst somewhat representative of the sector, the numbers responding to webinars and the survey do not provide the fullest picture of the national context and further partnership work is required in advocating for the consensus statement.
- The consultation survey did not ask respondents to provide free text comments in relation to what was ‘liked’ or ‘agreed’ about the statement. Therefore, many positive responses for Likert questions were accompanied by little or no free text comments.
- Both the webinars and the survey suggested the need for education, resources, and advocacy in terms of operationalising the consensus statement.

Appendix One: Consultation Survey

Physical Literacy Consensus for England

- National Consultation

Page 1: Participant Information

We would like to invite you to take part in a research study. Before you decide you need to understand why the research is being conducted and what it would involve for you. Please take time to read the following information carefully. If you have any questions, if anything is not clear, or you would like more information, then our contact details are provided below. Take time to decide whether or not you wish to take part.

What is the research study about?

Researchers from the University of Gloucestershire and Liverpool John Moores University are conducting a national consultation on the draft Physical Literacy Consensus Statement for England. This consultation aims to capture feedback on the consensus statement text among colleagues from across the sport, physical activity, education, voluntary, community and health sectors. This is part of a research study commissioned by Sport England aiming to create a shared vision and understanding for physical literacy in England

Why have I been invited?

Because you are a stakeholder or organisational partner working with children and young people in the physical activity, sport, education, health, child, voluntary and community sectors.

Do I have to take part?

Taking part in this study is entirely voluntary, it is up to you to decide. We will describe the study and then ask you to click to confirm that you are happy to participate, and you have agreed to take part. You are free to withdraw at any time, without giving a reason

What will happen to me if I take part?

The study comprises a ~10-minute online survey including Likert scale questions and a chance to provide free text general comments. Responses are completed anonymously. You can complete the survey as an individual or on behalf of an organisation. We ask you to complete the survey in your own time and we genuinely value your input.

Withdrawal

You can withdraw at any point until the survey is completed. After this point we will not be able to withdraw your data due to the fact that the survey is anonymous.

What are the benefits?

We cannot promise the study will help you personally. The study is focused on improving understanding of physical literacy to enable Sport England to better support individuals and organisations to provide experiences that foster a positive relationship with movement, sport and physical activity among children and young people.

What are the risks?

There are no risks involved in taking part in this project.

What happens to the information?

Procedures for handling, processing, storage and destruction of their data match the Caldicott principles, the Data Protection Act 1998 and the EU General Data Protection Regulations.

All data gathered will only be used for the purposes described above and only the principal researchers involved (Dr Kiara Lewis, Will Roberts, Dr Lawrence Foweather) will have access to the data. We will store the data on a university secure server. Responses to the survey will be analysed and we intend to publish anonymised aggregated data ('no names' group level findings) in a report that will be shared with Sport England. We may make this report publicly available on the University and Sport England websites. The anonymous findings will also be shared with the Physical Literacy Expert Panel - around 60 individuals comprised of researchers and stakeholders- and may be published in a scientific journal article.

Who has reviewed this study?

This study has been reviewed and approved by the Ethics Committee at University of Gloucestershire and the procedures in place in the study adhere to the Code of Conduct of the British Association of Sport and Exercise Sciences

What if I have more questions?

If you have any further questions please get in touch with the principal researcher for the study, Dr Lawrence Fowweather, Liverpool John Moore University, 5 Primrose Hill, Liverpool, L3 2EX. Telephone: 0151 2314151 or e-mail: L.Fowweather@ljmu.ac.uk.

Alternatively, you can contact Will Roberts, Senior Lecturer at University of Waikato on will.roberts@waikato.ac.nz

I confirm that I have read and understood the participant information.

Yes No

I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason until my responses are submitted, at which point my responses become anonymous.

Yes No

I understand that all data will be processed and stored anonymously and used for research purposes. This data will be stored on the university network.

Yes No

I agree to take part in this study

Yes No

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
- Prefer not to say

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

Health trainer

Health visitor

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
- Prefer not to say
- Other (please specify)

If 'Other' please specify

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

- Childcare
- Community
- Education
- Fitness and Leisure
- Government
- Healthcare Physical
- Activity Public Health
- Recreation

- Research Sport
- Voluntary
- Prefer not to say Other
- (please specify)

if 'Other' please specify

What is it?

The consensus statement aims to provide a shared understanding of physical literacy, including a definition and explanation of what physical literacy is, why it is important, and how physical literacy can be supported.

What we mean by a shared understanding

A shared understanding means a consensus statement that can be understood by the average person – whether it be a parent, teacher, coach, healthcare professional, policymaker, or any other member of the public.

A shared understanding also means a consensus statement that is applicable across people and organisations, and works across education, sport, health, and community sectors, ‘uniting’ perspectives on physical literacy.

How was it developed?

Over the last six months, an expert group of researchers

and professionals have worked together to develop the statement. The expert panel have a broad range of expertise covering the health, education, early years, youth, and sport sectors, as well as disciplines such as psychology, physiology, human movement, physical activity, pedagogy, play, and child development.

Further details about the process can be found [here](#).

What is the consultation about?

We are now inviting comments and feedback on the provisional consensus statement via a five-week national consultation, which is taking place between 9th January and 12th February 2023.

Please note – The consensus statement is provisional and may change following the consultation.

Physical literacy is our relationship with movement and physical activity throughout life.

Why physical literacy matters

People who have a positive relationship with movement and physical activity are more likely to be physically active throughout life, which improves health, well-being, and quality of life.

Understanding our physical literacy

Some of the signs we can use to understand whether or not we have a positive relationship with movement and physical activity include how we value, enjoy, and engage in physical activity for life.

Everyone's physical literacy is different

Everyone has their own individual needs and past experiences of movement and physical activity. Our physical literacy is therefore unique, and changes over our lifetime. Sometimes we feel good about movement, at other times we have a weak or complicated relationship and find it more difficult to be active.

Building physical literacy

How we think, feel, move, and connect with others during movement and physical activity shapes our physical literacy. Nurturing these influences helps us to develop a positive relationship with movement and physical activity, building the foundations for an active life.

How experience affects our physical literacy

The people, culture, places, and spaces around us influence our relationship with movement and physical activity. Positive experiences of movement and physical activity that meet our needs encourage us to be – and stay – active.

QUESTIONS (PART 2 OF 3)

In this section, you have the opportunity to provide written feedback on the draft statement developed by the expert panel.

Points to consider when providing general comments include: -

Any inconsistencies or disagreements with the draft consensus statement

Issues of presentation and style, including the accessibility of the wording and ordering of the content

Whether the statement is appropriate across education, sport, health, community and wider sectors?

Whether you think the statement is inclusive by age, gender, disability, ethnicity, religion, sexual orientation, and deprivation

What, if anything, should be changed and why?

**Please enter your feedback on the draft consensus statement
(optional)**

A large, empty rectangular box with a thin black border and a light beige background, intended for entering feedback on the draft consensus statement.

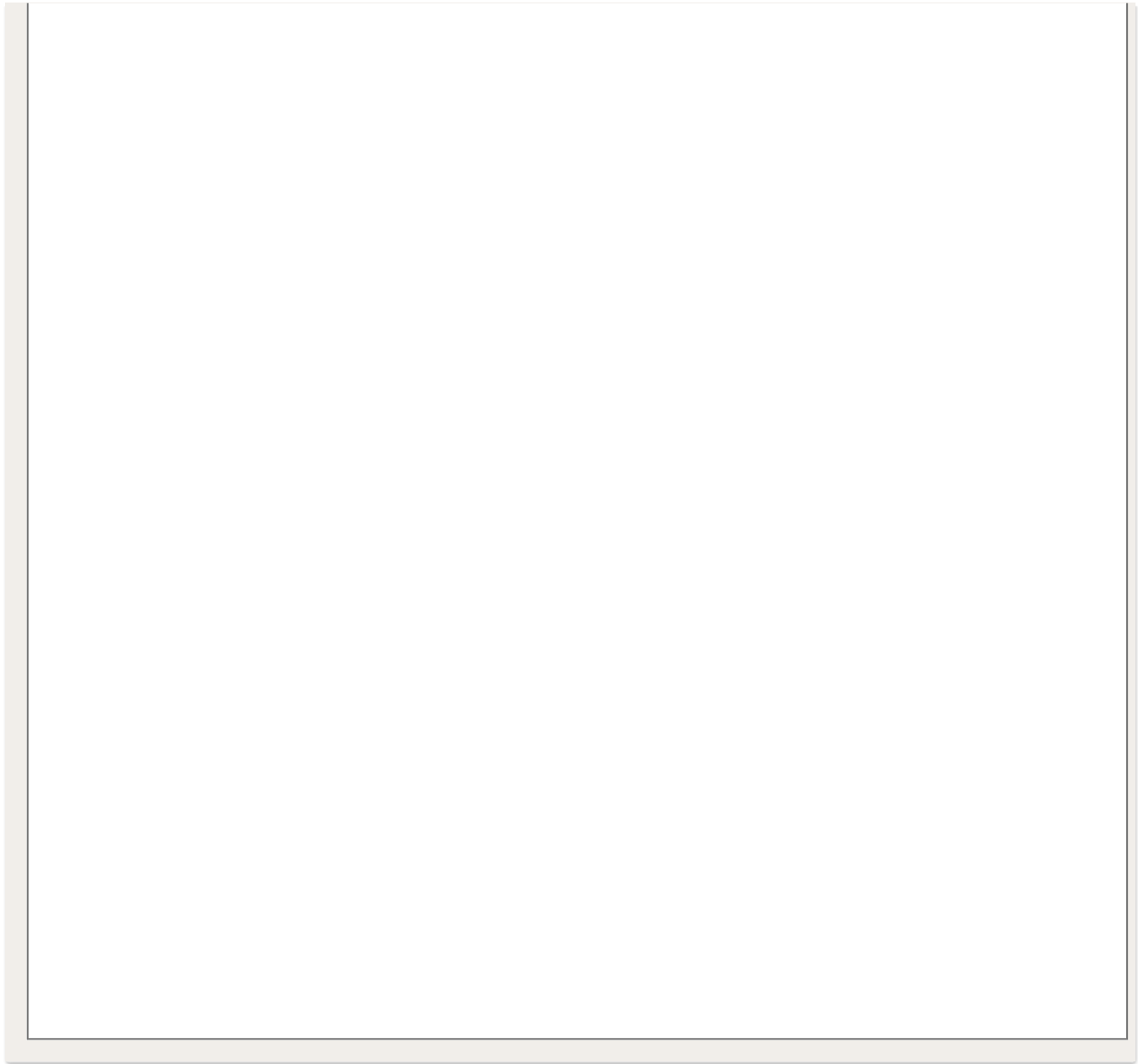
QUESTIONS (PART 3 of 3)

This next section seeks to explore your future use of the consensus statement

How do you intend to use this consensus statement to revisit, adapt or guide your (or your organisations) existing and/or future work?

Optional

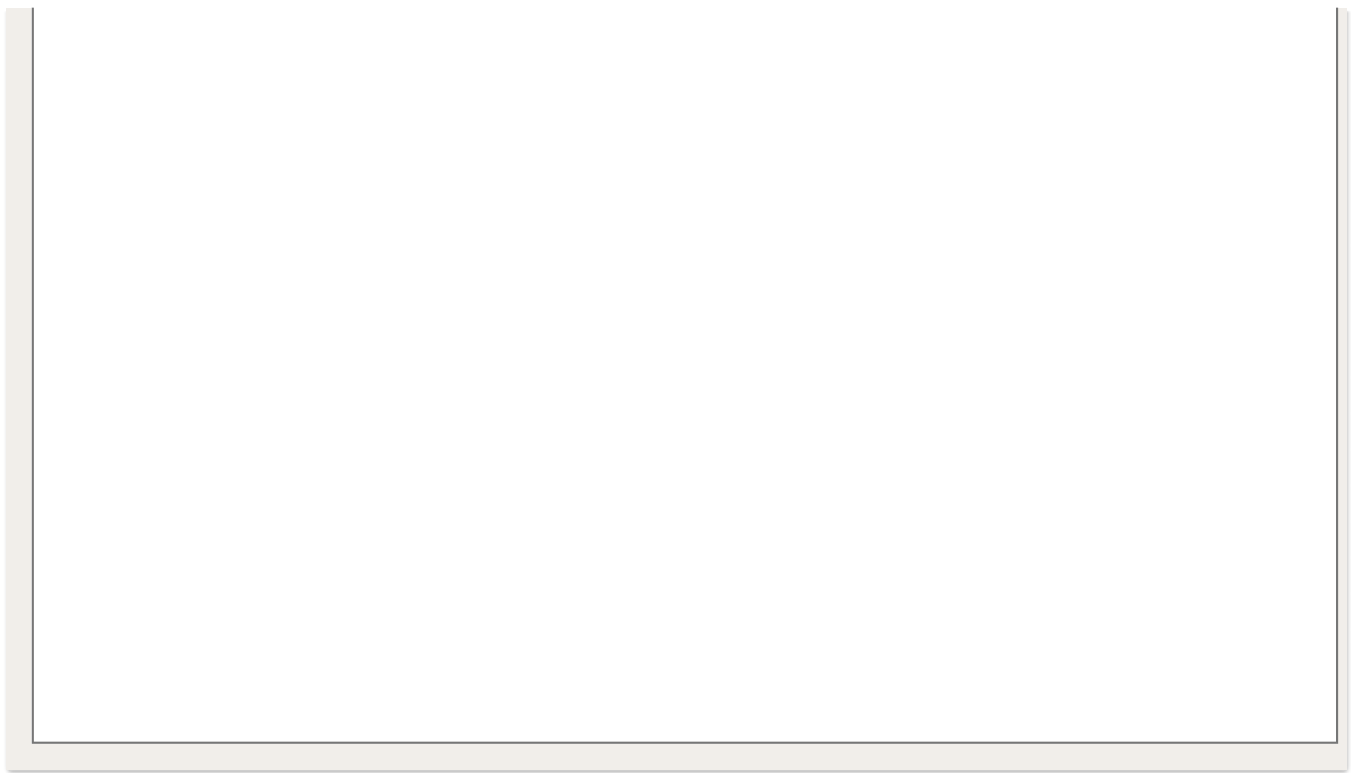
A large, empty rectangular box with a thin black border, intended for the respondent to provide their answer to the question. The box is positioned below the question and the 'Optional' label, and it occupies most of the lower half of the page.



To generate a shared understanding of physical literacy and its value, Sport England wants to work with colleagues and organisations to advocate for this concept. By 'advocate' we mean influencing and supporting individuals (who are designing and delivering sport and physical activity opportunities) to make changes to their practice so that it is informed by the contents of the consensus statement.

What support do you think you, or your organisation will need (if any) to effectively advocate for physical literacy within your work? *Optional*

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above. The box is currently blank.



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 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 not to say

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

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

Thank you

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.

What will happen next?

All comments will be collated by the research team at the end of the consultation. Comments will be summarised and returned to the experts who developed the consensus statement. The expert panel will then consider whether to make any changes before the consensus statement is finalised for release in Spring/Summer 2023.

Do you want to help Sport England to embed the concept of physical literacy across sport, education, health, community and wider sectors?

If you want to support the next phase of this work, then contact Sport England's Children and Young People's directorate on EMAIL with further information.

Appendix Two: Open Text Content Analysis

Table 1: Second national consultation on the physical literacy consensus statement for England: Participant responses

Example Free Text	Lower-Order Data Themes	Higher-Order Data Theme
The statement is clear, precise, easy to understand and seems to cover all aspects without going into too much complicated detail.	<i>Easy to Understand (31)</i>	Clarity (n=122)
It doesn't actually give a definition of physical literacy.	<i>Does not say what it is (20)</i>	
I would say the statement has taken several read throughs for it to fully be understood.	<i>Not appropriate language (28)</i>	
Literacy is defined as the ability to read and write	<i>Literacy not the Right Word (28)</i>	
It looks wordy so wouldn't attract a young person's attention.	<i>Too Wordy (7)</i>	
We feel the word 'relationship' requires greater clarity. This word feels theoretical and has the potential for different interpretations	<i>Relationship not the right word (8)</i>	
I think it's inclusive enough given level of generality. I feel it does cover our specialist area of disability and all other sectors as it is a very general statement.	<i>Includes all people/unique to individual (17)</i>	Inclusivity (50)
Avoid the use of the word weak. It might be misinterpreted. It's not a weakness it's just life!	<i>Use of weak not appropriate (8)</i>	
We should bear in mind that some disabled people, particular those with complex and severe physical disabilities, physical literacy needs to be relevant in the context of their condition.	<i>Disabled excluded/ no specific statement on inclusivity (11)</i>	
This statement is putting onus on the individual rather than tackling the systemic issues we have on our society.	<i>No inclusion of community benefits/role (14)</i>	

<p>It's good it includes movement, as so many people think you need to be in an organised sport to have a positive relationship with physical activity.</p>	<p><i>Inclusion of Movement (8)</i></p>	<p><i>Breadth (67)</i></p>
<p>It's easy to understand and covers aspects including wellbeing.</p>	<p><i>Covers Everything (7)</i></p>	
<p>PL is a journey through life and the statement supports that thinking.</p>	<p><i>Shows Journey (7)</i></p>	
<p>Whilst I think the draft is broadly ok, I think it is crucial that any definition or statement make explicitly clear everything that is encompassed - e.g., sport, formal or informal exercise, active recreation, active employment, daily household activities which involve movement (gardening, housework, shopping in person etc), active play, active travel (walking, cycling), etc...</p>	<p><i>Does not include all activities (play in particular) (8)</i></p>	
<p>Needs to mention fundamental movements as foundations of physical literacy</p>	<p><i>Doesn't include everything (FMS/competence/skill) (26)</i></p>	
<p>Appreciate that the statement is clear that this is unique per person, and it can change over time, but if we develop positive experiences early, and this means people are more likely to move later in life, this would help with the use of the statement.</p>	<p><i>Early Development/children not mentioned enough/not older (11)</i></p>	