

Positive Experiences for All

Our Physical Literacy Consensus Statement for England

Our consensus statement

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



Understanding physical literacy

Physical literacy refers to the degree to which we have a positive and meaningful relationship with movement and physical activity.¹ It is a complex and ever-changing relationship.

It reflects our connection and commitment to movement and physical activity, influenced by various factors such as our thoughts, feelings, engagement, and experiences.



Why physical literacy matters

The quality of our relationship with movement and physical activity profoundly influences our choice to be active.

Having a positive and meaningful relationship with movement and physical activity makes us more likely to be and stay active, benefiting our health, well-being and quality of life.



Supporting physical literacy

How we move, connect, think and feel² during movement and physical activity plays a crucial role in shaping our physical literacy.

By doing activities that we enjoy, find meaningful, and value, we deepen our connection with movement and physical activity, and foster an ongoing commitment to maintain an active lifestyle.



Our experiences affect our physical literacy

The people we interact with, the communities we are part of, the culture we experience, and the places and spaces we move in, powerfully influence our physical literacy. These influences may be positive or negative.

Positive experiences of movement and physical activity that meet our needs and support our development encourage us to be active in the future.



Physical literacy is personal

Everyone has their own strengths, needs, circumstances,³ and past experiences that affect their relationship with movement and physical activity. Our physical literacy is therefore unique, and changes over our lifetime.

Context

The Physical Literacy Consensus Statement for England has been developed to facilitate a shared understanding of physical literacy for those working in the sport, education, physical activity, recreation, play, health and youth sectors. The statement offers a broad overview of physical literacy, why it matters, and how it can be developed and supported.

This resource is for colleagues who work in policy, sport development, research and practice.

Footnotes

1. The phrase “movement and physical activity” is used as an umbrella term encompassing a wide range of activities that involve movement, including but not limited to sport, active recreation, play, exercise, lifestyle activities and active transport. We acknowledge the importance of engaging in different types of movement and physical activities for a positive and meaningful relationship with movement and physical activity.
2. ‘Move, connect, think and feel’ represents physical, social, cognitive, and affective areas of learning and development, respectively.
3. We acknowledge and recognise that individuals have diverse experiences and relationships with movement and physical activity dependent on their personal characteristics, circumstances, and wider socio-economic factors. This includes age, disability, gender, marriage and civil partnership status, pregnancy, race, religion or belief, sex, sexual orientation, socioeconomic status, educational background, caregiving responsibilities, health conditions, and cultural influences.

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