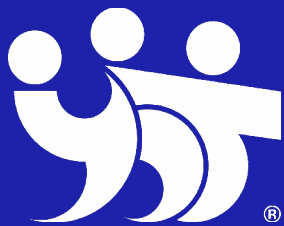


March 2025



**YOUTH
SPORT
TRUST**

Key facts about...

physical literacy



For more facts, please visit [here](#) to access the Youth Sport Trust's Knowledge Bank.

The Physical Literacy Consensus Statement for England was developed to create a shared understanding of physical literacy. Physical Literacy is defined as 'our relationships with movement and physical activity throughout life' (Sport England, 2023).

Click [here](#) for the full report.

In England, children and young people who have greater physical literacy are happier, more likely to keep trying until they achieve a goal, and more likely to trust others of a similar age (Sport England, 2024).

Click [here](#) for the full report.

Young people with 2 or more characteristics of **inequality** (including girls, other gender for secondary-aged, low affluence, Asian or Black ethnicity and a lack of outdoor facilities for secondary-aged) **are the least active and have the lowest levels of positive attitudes towards sport and physical activity** (which are indicators of physical literacy) (Sport England, 2024).

Click [here](#) for the full report.

The proportion of young people reporting enjoyment, confidence and knowledge of how to get involved in sport and physical activity (as indicators of physical literacy) remains lower than prior to the COVID pandemic (Sport England, 2024).

Click [here](#) for the full report.

The proportion of young people reporting they understand why being active is good for them (as an indicator of physical literacy) has fallen compared with a year ago and is on a downward trend (Sport England, 2024).

Click [here](#) for the full report.

The average time spent on one PE topic or activity in each year is 5 hours. Therefore, for many pupils, the curriculum design does not give them the time they need to build or apply knowledge before moving to a new activity that requires prior learning, reducing opportunity for physical literacy to be built (GOV.UK, 2023).

Click [here](#) for the full report.

There are many barriers to promoting physical literacy for Early Childhood Educators and Settings including: funding, policy, curricular priorities, parental opinions and the preschool environment (Foulkes et al., 2020).

Click [here](#) for the full report.

Evidence suggests that physical or sport competence can explain the positive relationship between physical activity and mental health (White et al., 2024).

Click [here](#) for the full report.

When pupils perceive activities in PE as meaningful, they are more likely to be motivated to engage in them which also leads to more positive wellbeing outcomes (Teraoka et al., 2023).

Click [here](#) for the full report.