

PHYSICAL ACTIVITY PROMOTION POLICY

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1 NQS

QA2	2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
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2 EYLF

LO3	Children become strong in their social and emotional wellbeing
	Children take increasing responsibility for their own health and physical wellbeing

3 Aim

To provide children with a physically active program that is developmentally appropriate.

4 Related Policies

The Kids' Uni Policies and Procedures apply to Kids' Uni North, Kids' Uni South, Kids Uni CBD, Kids Uni iC – Preschool, Kids Uni iC – OOSH.

Inclusion Policy (CHI-ADM-POL-003)

Physical Environment Policy (CHI-ADM-POL-046)

Relationships with Children Policy (CHI-ADM-POL-050)

5 Who is affected by this Policy?

Children
Families
Educators
Management

6 Implementation

- 6.1 The service will promote and encourage active involvement in planned physical activities each day. Educators are guided by the Munch and Move Program.
- 6.2 In line with this, our service will implement the following promotion of physical activity as per the age and development stage of each child in attendance:
 - i. For healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth.
 - ii. Educators will provide planned physical activity each day.
 - iii. Babies (0-2 year old) will not be exposed to screen time, unless it actively engages them in learning and or to support activity. This applies to ipad and smart board experiences only.
 - iv. Children will be limited to 10 minutes of screen time whilst at the service (ipads), as they are possibly also exposed to screen time in their home environments. Smart board experiences will promote active engagement or support and promote interest based learning.
 - v. Infants, toddlers and pre-schoolers should not be sedentary or kept inactive for more than one hour at a time – with the exception of sleeping.
 - vi. We review the use of chairs in some areas of our environments to encourage children to spend time standing as opposed spending long periods of time sitting.

6.3 Educators will;

- i. Encourage children to participate in physical activities through programming and spontaneous experiences.
- ii. Encourage and support children to undertake and participate in new or unfamiliar physical activities.
- iii. Participate in physical activity with the children.
- iv. Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.
- v. Set up and plan for physical play activities and equipment and where appropriate encourage the children to help with the set-up.
- vi. Listen to children's suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program
- vii. Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all age groups and developmental abilities represented in the centre.
- viii. Actively encourage children to accept and respect each other's range of physical abilities.
- ix. Consult with families and resource agencies on providing physical experiences that reflect diverse backgrounds and abilities.
- x. Role model appropriate footwear and clothing for physical activity.
- xi. Will ensure a balance of active and sedentary activities throughout the child's day and minimize sedentary behaviours unless the child is tired or ill.
- x. Reflect on the *Australian Federal Government Department of Health, 24 hour movement guidelines* to ensure that we are offering appropriate sedentary experiences and physical activity throughout the day.

6.4 The service will support the children in:

- i. Learning to use increasingly complex motor skills and movement patterns in order to combine gross and fine movement and balance skills, spatial awareness and problem-solving skills.
- ii. The development of their physical skill set by providing regular opportunities for outdoor play.
- iii. The development of their physical skill set by talking with children about how the human body and how important physical activity is for an individuals health and wellbeing.
- iv. The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.

6.5 The development of their physical skill set by providing babies with encouragement and safe areas to practice rolling over, sitting, crawling, standing and walking.

7 Sources

Education and Care Services National Regulations 2011
National Quality Standard

Munch and Move

Early Years Learning Framework 2009

Australian Federal Government Department of Health, 24 hour movement guidelines

<http://www.health.gov.au/internet/main/publishing.nsf/content/npra-0-5yrs-brochure>

8 Review

This policy will be reviewed every 3 years and the review will include Management, Employees, Families and Interested Parties.

9 Version Control Table

Version Control	Date Released	Next Review	Approved By	Amendment
1	Feb 2012	Feb 2013	Michele Fowler Manager – Kids Uni	
2	Feb 2013	Feb 2014	Michele Fowler Manager – Kids Uni	Paragraph inserted re application of policies across all centres. Migrated into new QA format.
3	Feb 2014	Jun 2017	Michele Fowler Manager – Kids Uni	Policy reviewed to reflect Munch and move. The review period changed to 3 years.
4	Jul 2018	Jul 2021	K.Grose – Children's Services Manager	Updated NQS references. Included reference to 24 hour movement guidelines