

# Policy

## Physical Activity Promotion

Please note, this policy must be read in conjunction with other relevant policy and procedural information provided on the approved provider's website including:

[Wellbeing educator toolkit and teacher resources](#)

[Physical domain: an introduction \(PDF 1 MB\)](#)

### NQS

|     |       |   |
|-----|-------|---|
| QA2 | 2.1.3 | Healthy eating and physical activity are promoted and appropriate for each child. |
|-----|-------|---|

### NATIONAL REGULATIONS

|      |    |   |
|------|----|---|
| Regs | 73 | Educational program                     |
| Regs | 77 | Health, hygiene and safe food practices |

### EYLF

|     |  |
|-----|--|
| LO3 | Children become strong in their social, emotional and mental wellbeing   |
|     | Children become strong in their physical learning and wellbeing  |
|     | Children are aware of and develop strategies to support their own mental and physical health and personal safety |

### Who is affected by this policy?

- Children
- Families
- Educators/Employees
- Governing Council

### Aim

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

### Implementation

The service will base physical activity promotion on principles from the Get Up & Grow, Healthy Eating for Physical Activity for Early Childhood program. A copy of the program can be found at the below web address:

<https://www.health.gov.au/resources/collections/get-up-grow-resource-collection>

In line with this, our service will endeavour to implement the following promotion of physical activity as per the age and development stage of each child in attendance:

- Preschool children (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.
- For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.
- Preschool children should not be sedentary, restrained or kept inactive for more than one hour at a time – with the exception of sleeping

### Educator's will:

1. Encourage children to participate in physical activities through programming and spontaneous experiences.
2. Encourage and support children to undertake and participate in new or unfamiliar physical activities.
3. Participate in physical activity with the children.
4. Show enthusiasm for participation in physical activity and organise play spaces to ensure the safety and wellbeing of all individuals in the environment.
5. Plan for physical play activities and set up equipment. When appropriate encourage the children to help with the set-up.
6. Listen to children's suggestions on what physical activities they would like to participate in and where appropriate incorporate them into the program.
7. 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.
8. Actively encourage children to accept and respect each other's range of physical abilities.
9. Consult with families and resource agencies on providing physical experiences that reflect diverse backgrounds and abilities.
10. Role model appropriate footwear and clothing for physical activity.
11. Ensure a balance of active and sedentary activities throughout the child's

day and minimize sedentary behaviours unless the child is tired or ill.

The service will support the children in:

1. 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.
2. The development of their physical skill set by providing regular opportunities for outdoor play.
3. The development of their physical skill set by talking with children about the human body and how important physical activity is for an individual's health and wellbeing.
4. The development of their physical skill set by providing experiences for the children that draw on elements of dance, dramatic play and creative movement.

Sources

- Early Years Learning Framework (v2.0,22)
- National Quality Standard
- Education and Care Services National Regulations (2011 SI 653) V1 Oct 23
- Get up and Grow, Health Eating and Physical Activity for Early Childhood
- [Physical domain: an introduction \(PDF 1 MB\)](#)
- Preschool Physical Domain Curriculum Resources accessible via PLINK
- [Physical coordination and control - Curriculum resource](#)
- Consultation process completed and feedback included from children, staff, families and Governing Council members

Review

The policy will be reviewed bi-annually.

Review will be conducted by:

- Governing Council
- Educators/Employees
- Families
- Interested Parties

| Document History | Version | Approved Date | Description of Change  | Next Review Date |
|------------------|---------|---------------|--|------------------|
|                  | 1.0     | 01/12/2016    | Policy Developed   | 01/12/2018       |
| Reviewed         | 2.0     | 15/08/2019    | Updated in line with NQS changes   | 15/08/2021       |
| Reviewed         | 3.0     | 29/06/2021    | Updated in line with Department For Education policy changes   | 29/06/2023       |
| Reviewed         | 4.0     | 04/12/2023    | All links have been verified<br>Updated in line with Early Years Learning Framework (v2.0, 2022) and National Regulations and Preschool Physical Domain Curriculum Resources | 04/12/2025       |

Approved by Governing Council 04/12/2023 Director's Signature 