

# Kennall Vale School

## Relationships and Health Education Policy including Sex Education 2021

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Kennall Vale School we teach RSE as set out in this policy.

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## Definition:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## Aims:

- to promote personal wellbeing and development
- to focus on healthy relationships and keeping children safe in the modern world
- to cover a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.
- to learn about the emotional, social and physical aspects of growing up
- to share information, skills and positive values to have safe, fulfilling relationships
- to help pupils take responsibility for their own well-being
- to prepare our pupils in line with other young people locally (and nationally)

## Content:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Kennall Vale delivers PSHE using the Cornwall and Isles of Scilly PSHE curriculum. This is divided into three core themes, that run throughout the key stages:

**Health and Wellbeing** – including lessons on mental health, lessons on puberty and the changing body, dental health, benefits of keeping active and healthy eating

**Relationships** – including lessons on respectful and healthy relationships – on and offline, kindness and sex education

**Living in the Wider World** – including lessons on career planning, financial literacy and lessons exploring our rights and responsibilities

An overview of content for Y1-Y6 and further detail on individual lessons can be found in Appendix 1.

## How will this be delivered?

- Through the Cornwall and Isles of Scilly PSHE Curriculum.
- Taught throughout the school from Year 1 to Year 6.
- Taught on a two year rolling programme ensuring all children have the content needed to progress (Y6 to be taught subject specific content prior to their transition to Secondary school).
- Teachers may adapt the in-year sequence of learning where appropriate.
- Teachers will inform parents ahead of the teaching of Sex Education aspects of the PSHE Curriculum.
- All resources used for teaching the sex education aspects of the PSHE programme can be made available to parents upon request.
- In a safe learning environment, underpinned by our school ethos and values
- Including opportunities for pupils to ask questions to further their understanding and to find out more about what affects them personally.

- Age-appropriately and meeting the needs of all pupils in the class including children with SEND
- Through sequenced lessons to reinforce learning and build on knowledge; however, staff will use the curriculum to meet the needs of our school and cohorts, adapting it as required.

## **Science National Curriculum**

The science elements of RSE are compulsory.

In KS1 it is a statutory requirement for pupils to be taught:

- to notice that animals, including humans, have offspring which grow into adults

A guidance note explains:

- that the focus should be on helping pupils to recognise growth and “they should not be expected to understand how reproduction occurs.”

In Years 5 and 6 the science order states that pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

A guidance note explains that:

- this could be through pupils drawing a timeline to indicate stages in the growth and development of humans.
- children should learn about the changes experienced in puberty.
- this could be by pupils scientifically researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

## **Roles and responsibilities**

### **The governing board**

The governing board will make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

### **The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

## **Equality**

School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

## **Safeguarding and Child Protection**

In the event that a safeguarding or child protection concern rises through the teaching of RSE, the member of staff will follow Kennall Vale School's Child Protection & Safeguarding Policy, notifying the Designated Safeguarding Lead who will take appropriate action

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

**This policy has been written as part of whole school staff training and discussion in addition to parental and Governor feedback on previous policies and proposed schemes of work.**

Agreed by:

Headteacher ..... Date May 2021

Chair of Governors ..... Date May 2021

## Appendix 1: Curriculum Content

Relationships, Health, Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Welcome to School	People who care for us	Healthy Friendships	Our Health	We all have feelings	Managing our time safely online: Jessie & Friends 1 Watching videos
	Emergencies and getting help	Rights Responsibilities and respect	Our bodies and boundaries – NSPCC PANTS	Healthy Food Choices	Good and not so good feelings	
<b>Year 2</b>	Respecting Uniqueness	Everyday Safety	Learning About Work	Sharing photos online: Jessie & Friends Sharing pictures 2	Jessie & Friends Playing games 2	Keeping Our Teeth Clean
	Our communities	Basic First Aid	Horrible Hands	Online interactions and information sharing: Jessie & Friends Playing games 1	Big Feelings	
<b>Year 3</b>	World of Work	Road Safety	Physical Activity	The internet and everyday life. Turn off Let's Play	Expressing Feelings	Sun Safety
	Spending and Saving Money	Teamwork Skills	Everyday drugs	Everyday feelings	Strategies to support wellbeing	
<b>Year 4</b>	What makes a good friend	Resolving conflict and managing pressure	Money choices	Safely enjoying the online world. Play, like, share 1 – Alfie	Play, like, share 3 – Fans	The environment
	Respecting Others	Everyday safety and basic First Aid	Volunteering and citizenship	Keeping personal information private. Play, like, share 2 – Magnus	Managing Feelings	
<b>Year 5</b>	A diverse community	Illness	Puberty 1 – bodies and reproduction	Online content	Mental health and keeping well	Risk & peer pressure
	Respectful relationships	Nutrition & healthy eating	Puberty 2 – body changes	Online contact	Managing challenge and change	
<b>Year 6</b>	Different types of families	Keeping your body safe 1	Spending decisions	Online friendships and keeping safe. Share Aware 1- Alex	Social Media	Changing schools
	Healthy / harmful relationships	Consent - Keeping your body safe 2	Exploring risk in relation to gambling	Skills for using the internet safely. Share Aware 2 – Lucy	Feelings and common anxieties when changing schools	

## Introduction to Lessons – Year 1

<b>Autumn 1 – Welcome to school:</b> This lesson introduces what we mean by positive behaviours, why they are important and how they link to school or classroom rules. It identifies some of the adults in school, who are there to help children and their roles.
<b>Autumn 1- Emergencies and getting help:</b> This lesson introduces the concept of an emergency and allows children the opportunity to practice making a 999 call.
<b>Autumn 2 – People who care for us:</b> This lesson encourages children to start thinking about the different people who care for them and the qualities of healthy relationships. It introduces children to different family structures whilst maintaining the core qualities of family life as love, protection and care. The lesson also explores where children can go for help.
<b>Autumn 2 – Rights, responsibilities and respect:</b> This lesson explores kindness, gratitude, positive behaviours and respect for others.
<b>Spring 1 – Healthy friendships:</b> This lesson introduces children to the concept of being a good friend and what qualities make up a good friend. They should be able to identify who is a good friend to them but also how to be a good friend to others. It touches briefly on simple tools to resolve conflict and this is covered more fully in later years.
<b>Spring 1 – NSPCC PANTS:</b> This lesson explores the definition of private parts of our bodies and how this relates to appropriate and inappropriate touch. The children also think about who and where they could go for help if they feel unsafe.
<b>Spring 2 – Our Health:</b> This lesson introduces the concept of general health including some basic ways to keep bodies healthy.
<b>Spring 2 – Healthy Food Choices:</b> "In these activities, pupils become food detectives and find out all about sugar, fruit and vegetables. By the end of the activities, the pupils have a new understanding of the importance of a variety of fruit and vegetables as an alternative to sugar and as part of their 5 a day. They will also have a better understanding of the amount of sugar in everyday food and drinks".
<b>Summer 1 – We all have feelings:</b> This lesson focusses on how to recognise and describe different feelings in themselves and others; and what (or who) helps them with their feelings.
<b>Summer 1 – Good and not so good feelings:</b> This lesson focusses on good and not so good feelings, recognising that not everyone feels the same about different things and exploring what helps people to feel better.
<b>Summer 2 - Jessie &amp; friends 1 watching videos:</b> This lesson explores that while the internet can be enjoyable and fun, there are sometimes things online that can be upsetting or scary. Children learn that they should speak to an adult they trust for help or stop looking at anything that makes them feel worried, scared or sad.



## Introduction to Lessons – Year 2

**Autumn 1 – Respecting Uniqueness:** This lesson helps children to understand that we are all special and unique. Our similarities and differences should be celebrated, and we all have something to offer. It develops the children's understanding of respecting ourselves and respecting others.

**Autumn 1 - Our Communities:** This lesson helps children to understand that we all belong to different communities both inside and outside of our families.

**Autumn 2 – Everyday Safety:** This lesson explores safety in a range of contexts and reinforces how to get help.

**Autumn 2 – Basic First Aid:** This lesson introduces the concept of first aid, how to recognise if someone might need help and how to give basic first aid.

**Spring 1 – Learning about work:** This lesson introduces children to different jobs and careers. It explores why adults choose (and are good at) a variety of different jobs. The children should start to recognise that their individual strengths can lead to a positive job/career.

**Spring 1 – Horrible Hands:** In this lesson, students will learn how microbes can spread through touch and that the best way to remove microbes and prevent them from spreading is by washing your hands with soap and water.

**Spring 2 – Jessie & Friends Sharing pictures 2:** In this lesson the children learn about the sharing of images and the importance of consent and sharing appropriately. They also consider where to go for help if needed.

**Spring 2 – Jessie & Friends Playing games 1:** This lesson explores what personal information is and why it's important not to share with people they don't know.

**Summer 1 – Jessie & Friends Playing games 2:** This lesson explores some of the negatives of being online, that people may not be truthful or be manipulative. It looks at how and when to ask for help

**Summer 1 – Big Feelings:** This lesson focusses on the impact of 'big' feelings on their behaviour and how to manage this. They also practice how to ask for help with their feelings.

**Summer 2 – Keeping Our Teeth Clean:** This lesson explores facts about teeth, how to brush, floss and rinse, going to the dentist and ways to keep teeth healthy.

### Introduction to Lessons – Year 3

<b>Autumn 1 – World of Work:</b> Building on learning from Year 2, this lesson explores different careers and education options in more detail. The lesson also looks at the different factors involved in choosing a job and how stereotypes can influence career aspirations.
<b>Autumn 1 - Spending and Saving Money:</b> This lesson introduces children to the basics of what money looks like, where it comes from and how people decide to use their money. It looks at how children and adults might use their money differently and begins to explore how children can keep money safe.
<b>Autumn 2 – Road Safety:</b> This lesson explores risks in relation to road safety and how to be a responsible and safe pedestrian, cyclist and passenger.
<b>Autumn 2 – Individual and Collective Strengths:</b> This lesson celebrates the diverse strengths people have and allows the children to explore what skills we need for team working and why they are important
<b>Spring 1 – Physical Activity:</b> This lesson explores the benefits of regular exercise and highlights the risks of being inactive. It identifies what is physical activity and how it can support our mental wellbeing and happiness. It provides recommendations for how long we should be physically active and what activities we should be participating in.
<b>Spring 1 – Everyday Drugs:</b> This lesson will provide a foundation understanding of what drugs are, the difference between legal and illegal drugs and the health risks of both, including addiction and what this means. The children will also know where they can go for help and support.
<b>Spring 2 – Turn Off Let's Play:</b> This lesson explores the importance of having time away from devices and how to use others people's devices respectfully.
<b>Spring 2 – Everyday Feelings:</b> This lesson focusses on feelings and emotions, how these change over time and what helps people to feel good.
<b>Summer 1 – Expressing Feelings:</b> This lesson focuses on learning to describe and express feelings and the importance of doing so.
<b>Summer 1 – Wellbeing:</b> This lesson builds on messages learnt throughout the mental health curriculum and explores practical strategies and technique the children could employ to support their own and others mental wellbeing.
<b>Summer 2 – Sun Safety:</b> This lesson explores safety in the sun through practical activity and discussion.



## Introduction to Lessons – Year 4

<b>Autumn 1 – What Makes a Good Friend:</b> This lesson builds on learning about what makes a good friend. Children will review this learning and develop it by looking at online relationships and how friendships change and develop across lifetimes. The group will also explore solutions to managing conflict in a friendship.
<b>Autumn 1- Respecting Others:</b> This lesson further explores respect and how people have different opinions. It focuses on respecting other people's viewpoints.
<b>Autumn 2 – Resolving conflict and managing pressure:</b> This lesson builds on previous learning about healthy friendships and identifies strategies to manage conflict in relationships in a positive way. This lesson goes onto introduce how to manage peer pressure and when and where to get support.
<b>Autumn 2 – Everyday Safety and Basic First Aid:</b> This lesson introduces everyday safety, common hazards and how to identify them. It also looks at ways to avoid injury and harm and ways to get help if needed.
<b>Spring 1 – Money Choices:</b> The lesson revisits learning on why people choose to spend their money or save it. It then develops learning on value by identifying whether or not something is "good" value and what might influence this. Children will learn to identify resources to track spending habits and create basic budgets.
<b>Spring 1 - Volunteering and Citizenship:</b> This lesson will help children to understand the concepts of volunteering and citizenship and how they can make a difference
<b>Spring 2 – Play, like, share 1 – Alfie:</b> This lesson explores how to have fun safely online, including how to keep online information private and being respectful of others. It also includes where to go for help.
<b>Spring 2 – Play, like, share 2 – Magnus:</b> This lesson build on key messages from session 1, exploring keeping personal information safe online and understanding consent when sharing content.
<b>Summer 1 – Play, like, share 3 – Fans:</b> This lesson builds on the key messages from session 1&2, exploring that we must be aware that people can pretend to be someone else online to manipulate us. It discusses tactics people use to manipulate others, how we can spot them and ask for help.
<b>Summer 1 – Managing Feelings:</b> This lesson explores ways of managing when feelings (especially strong feelings) influence actions and behaviour, sometimes negatively. Children consider who is best to help them with their feelings and learn how to seek appropriate help and advice.
<b>Summer 2 – The Environment:</b> This lesson explores climate change and the environment. It also looks at positive ways in which children can work together to have a positive impact on the environment.

## Introduction to Lessons – Year 5

**Autumn 1 – A Diverse Community:** This lesson explores what makes us similar and different to other people. By exploring who we are and how we connect with other people, we can start to see that we all have links and things in common, whilst celebrating diversity.

**Autumn 1 - Respectful Relationships:** This lesson builds on learning about healthy relationships. It goes on to explore differences between families in the community and the importance of respecting differences. Children should understand how to be respectful to others and also develop an understanding of self-respect.

**Autumn 2 –Illness:** This lesson explores how illness is a part of human life, but we can take steps to help our bodies to keep healthy. Our bodies have natural defences but sometimes we need to use medication or vaccinations to help.

**Autumn 2 – Nutrition & Healthy Eating:** This lesson introduces the different food groups in a balanced diet and provides opportunities to discuss nutritional content, calories and energy. It reinforces the risks of a poor diet introduced at KS1.

**Spring 1 – Puberty 1:** This lesson introduces the group to key messages about conception and pregnancy, while supporting them to understand theirs and other people's bodies and how they relate to reproduction.

**Spring 1 – Puberty 2:** This lesson explores changes that can happen during puberty both physically and emotionally and covers menstruation.

**Spring 2 – Online Content:** This lesson allows children to critically assess the information and content they see online, giving them skills in understanding whether it is trustworthy source and where to go for help.

**Spring 2 – Online Contact:** This lesson builds on key messages from Lesson 1, developing skills in assessing online contact and whether this contact is safe. It explores the importance of not sharing personal information online and where to go for help.

**Summer 1 – Mental Health and Keeping Well:** This lesson builds on learning from lower KS2 about different feelings and emotions and shifts the focus to 'mental health' – what we mean by this and how we look after it.

**Summer 1 – Managing Challenge and Change:** This lesson explores some of the things that can affect a person's mental health as well as managing times of change and challenge. It begins to look at healthy coping strategies and how to put them into practice.

**Summer 2 – Exploring Risk:** This lesson explores the idea of risk, and how to manage risky situations safely.

## Introduction to Lessons – Year 6

**Autumn 1 – Different Types of Families:** This lesson extends learning by looking at diversity in both romantic and family relationships. It also explores the idea of marriage or civil partnership and the alternatives. It briefly touches on forced marriage and ensures that pupils know how to get support if they feel unsafe in a relationship.

**Autumn 1 - Healthy/Harmful Relationships:** This lesson explores how different relationships make us feel including identifying unhealthy and harmful behaviours in a relationship, from friends or family and how to get support. The lesson explores on and offline bullying and how to report this. Children will also revisit learning on difference within the community by exploring stereotypes and discrimination.

**Autumn 2 – Keeping Your Body Safe 1:** This lesson explores physical contact and feeling safe, and understanding how to tell someone when a situation can lead to feelings of being uncomfortable or in danger

**Autumn 2 – Keeping Your Body Safe 2:** This lesson follows on from 'Keeping your body safe - Lesson 1' and builds on the ideas of how to recognise concerns of feeling bad about an adult or a peer, and how to report any worries about themselves or others.

**Spring 1 – Spending Decisions:** This lesson continues from the Year 4 lesson 'Money choices', which explores the benefits of saving and how to track money using budgeting skills. During this lesson, children should begin to understand how their spending decisions positively and negatively impact their own and other's health and well-being and the environment.

**Spring 1 – Gambling:** This lesson builds on previous learning about risk and explores the risks involved with gambling and the impact it can have on people's health and wellbeing.

**Spring 2 – Share Aware 1 Alex:** This lesson allows children to think about appropriate content to share online and understand the importance of being respectful online, just as we should be in the real world.

**Spring 2 – Share Aware 2 Lucy:** This lesson leads on from key messages in lesson 1, reinforcing understanding about keeping personal information private and that there are risks to speaking to people we don't know online.

**Summer 1 – Social Media:** This lesson explores the positives and negatives of social media use, including key strategies to support our emotional wellbeing while being online.

**Summer 1 – Feelings and common anxieties when changing schools:** This lesson focuses on the feelings and common anxieties pupils may face when starting key stage 3/ starting secondary school and ways in which they can more positively manage them. It also encourages pupils to carefully consider the best sources of support when seeking help and advice.

**Summer 2 – Changing Schools:** "This lesson explores the transition to secondary school and identifies some of the challenges that can arise and where to get support if needed". The lesson also focusses on practical strategies to help with the transition.



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>



### Appendix 3: Parent's right to withdraw form

TO BE COMPLETED BY PARENTS	
Name of child	
Class	
Name of parent	
Date	
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature	
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	