

Welcome to an introduction to Brookwood's Human Sexuality Education

April 13, 2022



BROOKWOOD
SCHOOL

Introducing . . .

The Science Department:
Sarah Barston: 7th and 8th grade
Emily Coyne: 6th and 7th grade
Ben Wildrick: EC-5th grade

Today's Menu:

- 1) Remind us of the importance of gender, sexuality, relationships and how those topics intersect in our homerooms and advisories, in the hallways, at the lunch table, at recess, in and out of school.
- 2) Let you know what is taught in Brookwood's Human Sexuality Curriculum.

Universal Values - Core Human Values

Hopes and Dreams:

“When my student graduates from
Brookwood,

I hope that he/she/they _____”

To start us off . . .



And now for something completely different.

**I would classify the Human
Sexuality education that I
received from my school or
schools as excellent**

In retrospect, the resource that best helped me prepare to navigate the world of human sexuality was:

- a) my family (parents/siblings/cousin Ernie/etc.)
- b) my school
- c) my friends
- d) "other" (books, magazines, TV, media, etc.)

I believe being exposed to a comprehensive Human Sexuality curriculum might make children more likely to delay engaging in sexual behaviors.

Historically speaking, those things or concepts that comprise a good understanding of human sexuality or a good human sexuality curriculum never really change. In other words, the birds and the bees are the birds and the bees.

**I feel entirely comfortable
talking about or addressing
issues of human sexuality,
gender, and relationships with
my child(ren)**

Mission Statement Highlights

We believe that trusted adults should be the primary source for our students' human sexuality understanding. We believe it is our students' right to receive accurate, developmentally appropriate information about human sexuality from the trusted adults in their lives. We believe that students who learn to treat self and others with dignity and respect and who develop critical thinking skills will become adults with a healthy understanding of sexuality. Therefore, through our Human Sexuality curriculum, we aim to:

- 1) foster a deep partnership between the adults at home and the teachers at school for a truly comprehensive human sexuality education for our students.
- 2) provide students with information about the biological, cultural, social, and ethical aspects of sexuality, gender, and reproduction.
- 3) promote civil discourse in our human sexuality discussions and encourage the development of a strong sense of personal values in our students.

With these goals in mind, our Human Sexuality curriculum fits into the context of Brookwood's larger mission to “foster a joyful community of lifelong learners and upstanding global citizens who embrace a culture of curiosity, kindness, and academic accomplishment”.

Curriculum Overview

- Grade 4 – Introduction to Human Body Systems, including the reproductive system, puberty, introduce sex assigned at birth and the gender spectrum.
- Grade 5 – Puberty & Reproductive System. Sex, gender, gender identity, gender roles and stereotypes, conception.
- Grade 6 – Conception and Pregnancy with more about gender identity, sexual orientation, and gender expression
- Grade 7 - Transmission of Illness/STIs including respect in dating relationships
- Grade 8 – In-depth review of contraception, conception & pregnancy, STD/STI's, consent, sexual harrassment, decision making, and healthy relationships.

5 Needs of Children

1. **Affirmation:** Children and adolescents need adults to recognize and validate them and their particular stage of growth and development.
2. **Information Giving:** Children and adolescents need factual knowledge and concepts provided in ongoing, age appropriate way.
3. **Values Clarification:** Children and adolescents need adults to clearly articulate their parental values and to clarify and interpret values and values systems in the surrounding culture.
4. **Limit Setting:** Children and adolescents need adults to create a healthy and safe environment by stating and reinforcing age appropriate rules and limits.
5. **Anticipatory Guidance:** Children and adolescents need adults to help them learn how to avoid or handle potentially harmful situations, and to prepare them for times when they will need to rely on themselves to make responsible and healthy choices.

Some of Brookwood's Resources



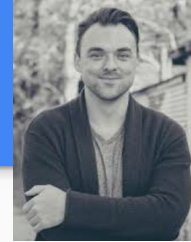
Deb Roffman

More information at:
<http://sexandsensibility.net>



Jeff Perotti

More information at:
<https://www.jeffperotti.com/index.html>



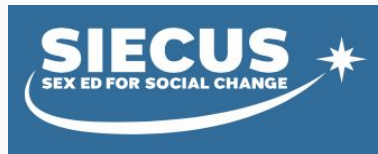
Sam Killerman

More information at:
www.itspronouncedmetrosexual.com

The logo for GLSEN, featuring the letters "GLSEN" in a bold, sans-serif font. The "L" and "S" are in grey, while the "E" is in yellow. A registered trademark symbol (®) is to the right of the "N".

GLSEN®

Gay Lesbian Straight
Education Network
<https://www.glsen.org>



Sexual Information and
Education Council of the US
<https://siecus.org>



Seattle & King County Family
Life and Sexual Health
<https://www.etr.org/flash/>

More Resources

AMAZE.org

MORE INFO. LESS WEIRD.

AMAZE takes the awkward out of sex ed. Real info in fun, animated videos that give you all the answers you actually want to know about sex, your body and relationships.

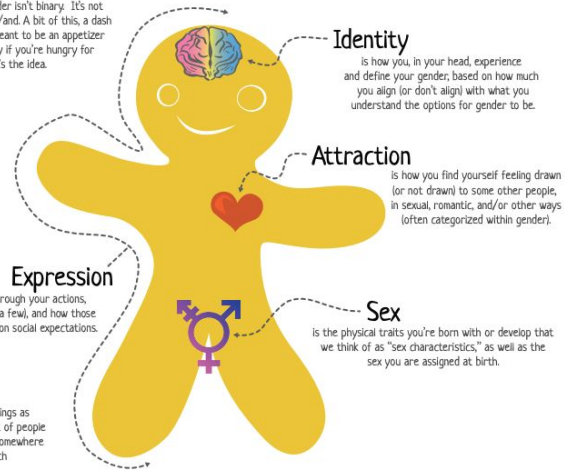
Check us out on YouTube



The Genderbread Person

by its pronounced **METROsexual** com

Gender is one of those things everyone thinks they understand, but most people don't. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more after reading it. In fact, that's the idea.



We can think about all these things as existing on continuums, where a lot of people might see themselves as existing somewhere between 0 and 100 on each

⊖ means a lack of what's on the right side

Gender Identity



personality traits, jobs, hobbies, likes, dislikes, roles, expectations

common GENDER IDENTITY things

Gender Expression



style, grooming, clothing, mannerisms, affect, appearance, hair, make-up

common GENDER EXPRESSION things

Anatomical Sex



body hair, chest, hips, shoulders, hormones, penis, vulva, chromosomes, voice pitch

common ANATOMICAL SEX things

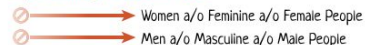
Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth

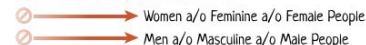
Female Intersex Male

Typically based solely on external genitalia present at birth (ignoring internal anatomy, biology, and change throughout life). Sex Assigned At Birth (SAAB) is key for distinguishing between the terms "cisgender" (when SAAB aligns with gender identity) and "transgender" (when it doesn't).

Sexually Attracted to... and/or (a/o)



Romantically Attracted to...



**Thanks you so much for
your support and learning
with us this morning!**