

## Resources to help Teachers

### 'Equally Safe: Dealing with Prejudice-Related Incidents: Guidance for Schools' (2015 Edition) -

A guide by Cambridgeshire Race Equality and Diversity Service (CREDS) to help schools recognise and respond effectively to all forms of prejudice-related incidents. Contact CREDS for a copy :

[CREDS@cambridgeshire.gov.uk](mailto:CREDS@cambridgeshire.gov.uk)

**Comprehensive Personal Development Programme 'Toolkits' on Sex and Relationships Education (SRE)** by Cambridgeshire PSHE Service that provide model policies and a wealth of support materials:

[www.j9solutions.co.uk/pshe/PSHEPromotionHub.pdf](http://www.j9solutions.co.uk/pshe/PSHEPromotionHub.pdf)

**Sex and Relationships Education guidance** from Brook with supplementary advice provided by the national PSHE Association:

[www.brook.org.uk](http://www.brook.org.uk)

**Religious Education Council of England and Wales** a curriculum framework

[http://www.natre.org.uk/uploads/Free%20Resources/RE\\_Review\\_Summary%20&%20Curriculum%20Framework.pdf](http://www.natre.org.uk/uploads/Free%20Resources/RE_Review_Summary%20&%20Curriculum%20Framework.pdf)

**Insted: Equality and Diversity in Education** - information supporting schools and local authorities in their responses to UK and European equalities legislation:

<http://www.insted.co.uk/equalities.html>

**Equalities Award** - a national scheme aimed at all schools and children's centres who want to demonstrate their commitment to equality: [www.equalitiesaward.co.uk](http://www.equalitiesaward.co.uk)

**Equality and Human Rights Commission:**

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

**GIRES: Gender Identity Research and Education Society** - information for trans people, their families and the professionals who care for them: [www.gires.org.uk](http://www.gires.org.uk)

**EACH**—Education Action Challenging Homophobia. ACTION LINE: 0808 1000 143 [www.each.education](http://www.each.education)



Improving the lives of young LGBT people throughout Cambridgeshire.

**SexYOUality** exists to improve lives for LGBT young people across Cambridgeshire providing face to face youth services, training to local professionals and schools services.

Find us at [syacambs.org](http://syacambs.org)  
Call us on 01223 369 508

### Other leaflets available in this series

'Guidance for Headteachers and Governors on the Value of Collective Worship to Support SMSC'

'Guidance for Governors on Supporting SMSC Through RE'

'Guidance for Secondary Schools on Supporting SMSC Through RE'

For further help and information, please contact:  
**General Adviser RE and SACRE**

[RE.SACRE@cambridgeshire.gov.uk](mailto:RE.SACRE@cambridgeshire.gov.uk)

Phone: 01480 379668



**Cambridgeshire  
Standing Advisory Council on  
Religious Education**

### Teaching about Gender Identity and Sexuality in Religious Education: Advice for Headteachers and Governors

This leaflet is about enabling the RE practitioner to navigate the sensitive area of gender identity and sexuality in the context of the Equality Act 2010.

Its aim is to help them support their pupils when exploring the differing views within world beliefs, whilst protecting those at risk of homophobic, biphobic and transphobic bullying.



 Learn Together Cambridgeshire

[www.cambridgeshire.gov.uk](http://www.cambridgeshire.gov.uk)

## How Religious Education meets the challenges of modern Britain



Across the world in which we live, the majority of people, cultures and communities have a religion and practise that religion. Religions have shaped the history, culture, art, music, literature and entire way of life of humanity. The impact of religion continues in the world alongside the rise of rationalism and secularism.

Religious Education is important because of the impact of religion on personal, family, community and social life; its great diversity of both theoretical and practical ethics; its influence upon and relationship with science, secular theories and political life, and its ongoing participation in key, challenging debates.

### Why are human sexuality and gender identity important in RE?

Religion is about how people live their lives and raises questions about what it is to be human. It encompasses a diversity of views about the ethical ideals that guide human behaviour and why these are followed.

All religions therefore present a range of beliefs and practices relevant to issues to do with human sexuality and gender identity. RE is a subject that encourages debate about the stances taken by people of faith to key ethical issues such as human rights, the roles of men and women, the nature of gender identity, the ethics of sexual behaviours, the acceptability of differing sexualities, the nature of marriage, the family and personal relationships.

RE enables reasoned discussion, appropriate to pupils' age and abilities, in response to contemporary and challenging issues; this includes encouraging understanding of the harm caused by homophobic, biphobic and transphobic bullying.

## EQUALITY ACT 2010



This Act has replaced and unified all existing equality legislation. It provides a single, consolidated source of law covering all of the types of discrimination that are unlawful. It extends the protection of the law to cover all groups defined by age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The public sector equality duty requires schools to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity and foster good relations for pupils, staff and all others using school facilities.

Therefore, under the 2010 Act, it is against the law to discriminate on the grounds of sexual orientation. This means that all schools must ensure they exercise a duty of care, which encompasses the personal well-being of all students by giving support to all, in particular they must tackle homophobic bullying as all children have the right to be safe and in a supportive environment.

From the OFSTED framework (September 2015): for a school to be judged 'outstanding' for personal development and welfare:-

- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

## Advice about handling issues around gender identity and sexuality in RE

1. Make it very clear that all people living in Britain are ruled by the laws of the land
2. The law says it is wrong to discriminate against people because of their gender identity and/or sexuality
3. Establish ground rules to create a safe space for discussion.
4. It is important to teach about these issues even where there are strongly-held views on gender in the classroom
5. Enable pupils to understand beliefs about how people should live, where these come from and how these beliefs change over time
6. Remember that many lesbian, gay, bisexual and transgender (LGBT) young people come from faith backgrounds

### Resources to help Teachers

Here are some useful weblinks that Cambridgeshire SACRE recommends to schools:

**Stonewall charity teaching resources and education guides** (e.g. 'Working with Faith Communities') are for use by schools in all phases:

<http://www.stonewall.org.uk/our-work/education-resources>

**Stonewall 'Education for All'** campaign aims to prevent and tackle homophobic, biphobic and transphobic bullying in schools and colleges:

<http://www.stonewall.org.uk/get-involved/education>