



Chilham St Mary's CE Primary School

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Policy agreed: January 2021
Ratified by FGB: 21st October 2021
Policy reviewed: November 2023
Policy review: November 2025

We are a diverse, loving community, committed to providing firm foundations built on God's love and forgiveness for all. Within our family of learners, guided by Jesus' example, we nurture and encourage every individual to have the confidence to achieve their own potential, now and in the future.

1. INTRODUCTION

LEGAL REQUIREMENTS

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020.

Sex Education is not compulsory in primary schools. The science national curriculum in key stage 1 and 2 includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. However the DfE continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in the transition phase before moving to KS3.

Health Education is compulsory in all maintained primary schools.

All schools are also required in law to meet the Equality Act 2010.

CHRISTIAN CONTEXT

Effective Relationships, Sex and Health Education (RSHE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances.

All RSHE should be set in a context that is consistent with the school's Trust Deed, Christian ethos and values.

- RSHE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSHE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSHE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage as recognised by the Church of England (i.e.

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Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity) Appendices A, B and C.

- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Sex education must be an integral part of the personal, social and health education curriculum in all Church Schools. Each school must teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst schools may use sex education to inform children about sexual issues, each must do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

2. DEFINITION

Relationships, Sex and Health Education is a lifelong learning process. It is about respect, love and care and the benefits of making and maintaining stable relationships. We recognise that to be human is to experience feelings, seek connections with other people and develop relationships that may be physical or non-physical. RSHE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support to empower them to investigate all possible options available to them.

Each school's approach to RSHE should be sensitive to the age and aptitude of the children, but be straightforward and factual in line with the law and good pedagogy. It should reflect the reality of young people's lives today, especially the persuasive influences of television, video, the internet, social media, peer pressure and young people's literature. Where controversial topics arise, schools and academies are asked to use agreed collective judgement, with due regard to this policy.

3. AIMS

We aim to provide pupils with an age appropriate RSHE programme that is tailored to their physical and emotional maturity. Through our spiral RSHE curriculum we aim:

- To provide opportunities for children to learn about securing, developing and sustaining healthy relationships and knowing to deal with recognise when and how relationships go wrong.
- To prepare children for the opportunities, joys, challenges and responsibilities of being in relationship with other people.
- To provide the understanding, vocabulary and strategies children need to keep themselves safe and to thrive within good relationships of all kinds.
- To give children accurate information to equip them for life in the modern world and make sure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations.
- To teach the characteristics of good physical health and mental wellbeing and that they are interlinked i.e. good physical health contributes to good mental health and vice versa.

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- To highlight the importance of mental wellbeing being part of normal daily life, in the same way as physical health.
- To promote pupils' self-control and ability to self-regulate, and provide strategies for doing so.
- To reduce stigma attached to health issues, in particular those to do with mental wellbeing.
- To engender an atmosphere that encourages openness, so pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Our intention is to ensure that through RSHE pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to correctly name parts of the body and describe how their bodies work
- Are able to protect themselves and ask for help and support
- Are prepared for their development into adulthood
- To know the Christian definition of love in its different forms and contexts, appendix D
- To acquire information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

4. MORAL FRAMEWORK

Pupils will be taught RSHE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for bringing up children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

5. THE CURRICULUM

RSHE is delivered through planned programmes within Science, RE and PSHE. Occasionally, issues about RSHE may arise spontaneously in other lessons (e.g. while studying a text in literacy) where it is not the main focus of the lesson. This is not considered to be part of the planned RSHE curriculum and consideration must be given as parents or carers cannot withdraw their children in these circumstances.

The **Relationships Education curriculum** focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See appendix 1 for details of the Relationships Education curriculum.

The **Sex Education curriculum** is an important part of the transition phase before moving to secondary school and this supports pupils' ongoing emotional and physical development effectively. The DFE recommends that all primary schools have a sex education programme

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tailored to the age and the physical and emotional maturity of the pupils. It will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The Sex Education curriculum lesson is highlighted in yellow in appendix 3.

The **Health Education curriculum** will focus on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that, mental wellbeing is a normal part of daily life, in the same way as physical health. It will cover these areas through age appropriate activities and discussions.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic first aid
- Changing adolescent body

See appendix 2 for the details of the Health Education curriculum.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Delivery of the curriculum

Relationships, Sex and Health Education at Chilham St. Mary's will be taught using both the HeartSmart resource and The Christopher Winter Project resources.

HeartSmart

The HeartSmart resource is an approach that helps build character, emotional health and resilience in children. It is a creative way of enabling children to adopt a growth mindset whilst maintaining a healthy emotional epicentre. It works on the evidence based theory that increasing relational connection empowers children to flourish and achieve more. At its core, HeartSmart is about loving and accepting ourselves as well as loving and responding well to others. Boris, HeartSmart's very own purpose-built Robot, provides a fun, interactive and dynamic way for children to explore their hearts, the very thing that makes them unique.

The Christopher Winter Project resources

The Christopher Winter Project scheme of work encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. Ground rules will be clearly set for all these lessons:

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way

The key themes for each relevant year group are set out in appendix 3.

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6. EQUAL OPPORTUNITIES

RSHE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. RSHE will be available to all pupils regardless of gender, culture or disability.

7. DIFFERENTIATION AND SPECIAL EDUCATIONAL NEEDS

We will ensure that our teaching and materials are appropriate to the pupils whilst making it accessible to those with SEND. We are aware that while some pupils may have a fairly broad knowledge of issues, there are those with little knowledge at all. Teachers will be sensitive to this and lessons planned to take account of the pupils' age, experience and maturity.

8. ROLES AND RESPONSIBILITIES

The governing body

As well as fulfilling their legal obligations, the governing body should also 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; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE (see section 10).

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSHE

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

Class teachers are responsible for teaching RSHE in our school.

Pupils

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

9. WORKING WITH PARENTS/CARERS

We recognise the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy

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relationships. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

We will work closely with parents and carers so that they know what will be taught and when. We appreciate the sensitivity and concerns some parents may feel towards RSH Education and, therefore, we invite parents to read through the materials we use in the school. Parent sessions will be held annually to enable parents to come and look through the curriculum lesson plans and resources. The written plans are also available in the school office for a parent to view whenever they wish.

There is no right to withdraw from Relationships or Health Education at primary school.

Parents have the right to withdraw their child from some or all of sex education delivered as part of the statutory RSHE that goes beyond the national curriculum for science. Parents who wish to do this should contact the headteacher directly via email or letter (appendix 4). If a child is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the time of withdrawal. The lesson which covers the Sex Education curriculum is highlighted in yellow in appendix 3.

10. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

11. TRAINING

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also on occasion invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

12. MONITORING ARRANGEMENTS

The delivery of RSHE is monitored by the Senior Leadership Team through:

- Learning Walks
- Book Looks
- Pupil Voice
- Good practise being shared with staff regularly

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the governing body.

Appendix 1: Relationships Education Curriculum

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

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TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Health Education Curriculum

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

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TOPIC	PUPILS SHOULD KNOW
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Curriculum map

Relationships and Sex Education (RSE) and Health Education curriculum map - The Christopher Winter Project Resources

YEAR GROUP	TOPIC/THEME DETAILS
Reception Family and Friendship	Lesson 1: Importance of friendship Lesson 2: Importance of saying sorry and forgiveness Lesson 3: Recognising all families are different
Year 1 Growing and Caring For Ourselves	Lesson 1: Understanding we are all different but can still be friends Lesson 2: How children grow and change Lesson 3: Exploring different types of families and identifying who can help when families make us feel unhappy or unsafe.

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YEAR GROUP	TOPIC/THEME DETAILS
Year 2 Differences	Lesson 1: Differences between males and females. Introducing the concept of gender stereotypes. Lesson 2: Differences between males and females and how this part of the lifecycle Lesson 3: Naming the body parts
Year 3 Valuing Difference and Keeping Safe	Lesson 1: Identifying people are unique and to respect those differences. Exploring the difference between male and female bodies. Lesson 2: Considering appropriate and inappropriate physical contact and consent Lesson 3: Exploring different types of families and who to go to for help and support
Year 4 Growing Up	Lesson 1: Exploring the human life cycle and identifying some basic facts about puberty. Lesson 2: Exploring how puberty is linked to reproduction Lesson 3: Exploring respect in a range of relationships and discussing the characteristics of healthy relationships
Year 5 Puberty	Lesson 1: Exploring the emotional and physical changes occurring in puberty Lesson 2: Understanding the male and female puberty changes in more detail Lesson 3: Exploring the impact of puberty on the body and the importance of physical hygiene
Year 6 Puberty, Relationships and Reproduction	Lesson 1: Understanding puberty and reproduction Lesson 2: Exploring the importance of communication and respect in relationships Lesson 3: Considering different ways people might start a family Lesson 4: Exploring positive and negative ways of communicating in a relationship

The lesson which covers the Sex Education curriculum is highlighted in yellow.

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

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TO BE COMPLETED BY PARENTS	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>

USEFUL DOCUMENTS AND RESOURCES

Key references can be found below. These have been taken from “Valuing All God’s Children, Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying” Summer 2019

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

<https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>

KEY STAGE 1

Love and Sex Matters by Kate Guthrie, Verity Holloway, Katy Staples

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Page 5 of 10 (www.salisbury.anglican.org). This includes lessons about how wonderful our bodies are and "My family - those who care for me" . These are inclusive materials that affirm all children and help to raise self-esteem.

KEY STAGE 2

Love and Sex Matters by Kate Guthrie, Verity Holloway, Katy Staples

(www.salisbury.anglican.org). This includes a lesson on Christian marriage that might be taught in PSHE or RE. It also includes a lesson called 'Firm Foundations' which allows pupils to focus on the question of "What makes people compatible?" This is explored with reference to long-term committed relationships and friendships. There is the possibility that children can raise for themselves the issue of gay relationships - but the focus for this lesson is compatibility and how we make sensible choices. The summary activity asks which behaviours make for life giving relationships and what makes life-limiting or destructive relationships. It is an inclusive activity that allows pupils to begin to form safe guidelines for healthy behaviours within loving and nurturing, non-exploitative relationships.

APPENDICES - PREFACE AND DECLARATIONS

APPENDIX A

Common Worship Marriage Preface

In the presence of God, Father, Son and Holy Spirit,
we have come together
to witness the marriage of N and N,
to pray for God's blessing on them,
to share their joy
and to celebrate their love.

Public Witness

Marriage is a gift of God in creation
through which husband and wife may know the grace of God.
It is given
that as man and woman grow together in love and trust,
they shall be united with one another in heart, body and mind,
as Christ is united with his bride, the Church.

The gift of marriage brings husband and wife together
in the delight and tenderness of sexual union
and joyful commitment to the end of their lives.

*Sexual Union
Permanence*

It is given as the foundation of family life
in which children are [born and] nurtured
and in which each member of the family in good times and in bad,
may find strength, companionship and comfort,
and grow to maturity in love.

Marriage is a way of life made holy by God,
and blessed by the presence of our Lord Jesus Christ
with those celebrating a wedding at Cana in Galilee.
Marriage is a sign of unity and loyalty
which all should uphold and honour.

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It enriches society and strengthens community.
No one should enter into it lightly or selfishly
but reverently and responsibly in the sight of almighty God.

N and N are now to enter this way of life.

They will each give their consent to the other

Consent

and make solemn vows,

and in token of this they will [each] give and receive a ring.

We pray with them that the Holy Spirit will guide

and strengthen them,

that they may fulfil God's purposes

for the whole of their earthly life together.

Permanence

APPENDIX B

Common Worship Declarations

The minister says to the bridegroom

N, will you take N to be your wife?

Consent

Will you love her, comfort her, honour and protect her,

and, forsaking all others,

be faithful to her as long as you both shall live?

Permanence

He answers

I will.

The minister says to the bride

N, will you take N to be your husband?

Consent

Will you love him, comfort him, honour and protect him,

and, forsaking all others,

be faithful to her as long as you both shall live?

Permanence

She answers

I will.

APPENDIX C

Characteristics of Marriage

Cornes, identifies four elements that constitute marriage. ⁴

1) **Consent.** Both parties must express the intention and willingness to enter into a binding marital union (Gen 24:5-8,57). It is a 'leaving' of parents and a 'cleaving' to the new spouse (Gen 2:24).

2) **Permanence.** 'Marriage in the Bible is first and foremost a binding covenant'.⁵ The Lord will not release a person from vows (Num 30), even vows made rashly (Ecc 5:4-7). Therefore marriage should not be entered into 'lightly or selfishly but reverently and responsibly'.⁶ The

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marriage ordinance also implies exclusivity (a man... his wife) and the 'exclusive nature of marriage is affirmed in the NT'.⁷

3) **Public Witness.** Although, in the Old Testament, marriage was a family rather than 'priestly' matter, both family and public witness were and remain important constituents of this new social relationship (Gen 34:11ff; Deut 22:13-19).

4) **Sexual Union.** The 'one-flesh union' clearly refers to the bodily union of man and wife (Gen 2:24), male and female with the possibility of pro-creation. However, sexual intercourse does not, of itself, create a marriage bond, since marriage is still required after intercourse (Ex 22:16). This aspect of marriage is why it is prohibited between men and women within a certain degree of affinity – e.g. brother and sister, mother and son.

All four of these elements are reflected in the Preface and Declarations of the Marriage Service which also makes clear the purposes for which God ordained marriage, namely, procreation (Gen 1:28), mutual help/comfort (Gen 2:18) and the reciprocal commitment of self-giving love which finds its expression in sexual union (Gen 2:24).⁸ Stott notes that all three needs have been strengthened by the Fall.⁹ Finally, because it is a creation ordinance, 'instituted by God himself in the time of man's innocency' it is given to all humanity.¹⁰

Divorce and subsequent remarriage whilst a previous partner is still living is a complex and sensitive issue. The decision not only affects the couple but also the wider community. It is permitted by the Church of England, but Bishops' Guidelines must be followed and ultimately the decision is left to the conscience and judgement of the individual minister. Similarly, issues of gender reassignment are pastorally sensitive. Church of England ministers are permitted to marry those who have had gender legally reassigned but they can also exercise a conscientious objection not to do so.

REFERENCES

Common Worship: Pastoral Services (2005), 2nd edn, Church House Publishing, London.

4 Cornes (2002, p.39).

5 Wenham & Heth (2002, p.103)

6 Common Worship: Pastoral Services (2005, p.105)

7 Cornes (2002, p.41).

8 Common Worship: Pastoral Services (2005, pp.105-6) 9 Stott (1984, p.259).

10 Book of Common Prayer, Marriage Service

Cornes, A. (2002), Divorce and Remarriage, 1st edn, Christian Focus Publications, Scotland.

Stott, J. (1984), Issues Facing Christians Today 1st edn, Marshall, Morgan & Scott, Basingstoke.

Wenham, G.J. & Heth, W.E. (2002), Jesus and Divorce, 2nd edn, Paternoster Press, Carlisle.

APPENDIX D

ASPECTS OF LOVE

C. S. Lewis in his book, *The Four Loves* (1960) using four Greek words for love, describes four basic kinds of human love – affection (*storge*), friendship (*philia*), erotic (*eros*) love and the love of God (*agape*). Lewis states that just as Lucifer a former archangel – perverted himself by pride and fell into depravity, so too can love – commonly held to be the arch-emotion – become corrupt by presuming itself to be what it is not.

Affection, – defined as 'affection especially of parents to offspring'. It is described as a humble

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quiet love, found between those who are 'thrown together' by circumstance. It is the most natural love because it is present without coercion and is the result of fondness by virtue of familiarity. It pays least attention to those attributes that are often deemed valuable, e.g. physical beauty or giftedness, and is therefore able to transcend most discriminating factors.

The word is not used in Scripture although there are many examples of it, e.g. the command to 'honour father and mother'. The negative form is used twice

Romans 1:31 – they have no understanding, no fidelity, no love, no mercy.

2 Timothy 3:3 – without love, unforgiving, slanderous, without self-control, brutal, not lovers of the good,

Romans 12:20 uses a compound of phileo and storge.

Friendship – This is the love of friendship, best friends, and the fellowship of being with those people you enjoy usually because of shared interests or activities. It was exalted as a virtue in ancient cultures whereas contemporary society rather ignores it. Lewis recognises that it is not a 'biological love'. By contrast, without erotic love we would not have been begotten, without affection we would not have been reared, whereas we can live and breed without friendship. Friendship is 'a relation between men at their highest level of individuality'.

John 21:15-17, describes Jesus' restoral of Peter, where the different words used seem to convey some import:

Jesus asked, 'do you agapao me?'

Peter replied, 'I phileo you.'

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We are not commanded to phileo anyone because this form of love depends on feelings. Examples of use are: John 5:20, 11:3, 36, 12:25, 16:27, 20:2; Ac 28:2; Ro 12:10; 1Ti 6:10; 2Ti 3:4; Tit 2:4, 3:4; Heb 13:1; 3Jo 9; and Re 3:19. Page 10 of 10

Eros – This type of love covers everything from queasy stomachs and warm fuzzy feelings to strong sensual passion. It can be selfish – one person 'wants' another' (cf. Marriage Service, 'all that I am I give to you', i.e. reciprocated, consensual yielding of oneself to another). In order to exist eros is dependent upon the situation and circumstances. It is also held captive to each person's perception. For example, if someone perceives a particular quiet evening dinner with candles to be romantic, eros will thrive. However, passion becomes squashed for someone whenever he or she interprets the current situation to be undesirable. Eros thus grows strong and then wastes away based upon our perceptions. Whilst the word does not appear in Scripture, the Song of Solomon is a highly passionate love poem expressing erotic love between a man and a woman.

Agape - The Greek word that refers to the love of God, one of the kinds of love we are to have for people, is agape. Lewis recognises it as the highest form of love and a specifically Christian virtue. Agape is the very nature of God, for God is love (1 John 4:7-12, 16b). The big key to understanding agape is to realize that it can be known from the action it prompts. People today are accustomed

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to thinking of love as a feeling, but that is not necessarily the case with agape love. Agape is love because of what it does, not because of how it feels.

God so 'loved' (agape) that He gave His Son. It did not feel good to God to do that, but it was the loving thing to do. Christ so loved (agape) that he gave his life. He did not want to die, but he loved, so he did what God required. A mother who loves a sick baby will stay up all night long caring for it, which is not something she wants to do, but is a true act of agape love.

The point is that agape love is not simply an impulse generated from feelings. Rather, agape love is an exercise of the will, a deliberate choice. This is why God can command us to love our enemies (Matt. 5:44; Exod. 23:1-5). The Marriage Service does not ask 'Do you love' (present), but 'Will you love' (future), Future feelings cannot be predicted but a commitment can be made to future actions.

Love is the distinctive character of the Christian life in relation to other Christians and to all humanity. The 'loving' thing to do may not always be easy, and true love is not 'mushy sentimentalism.' There is often a cost to genuine love.

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