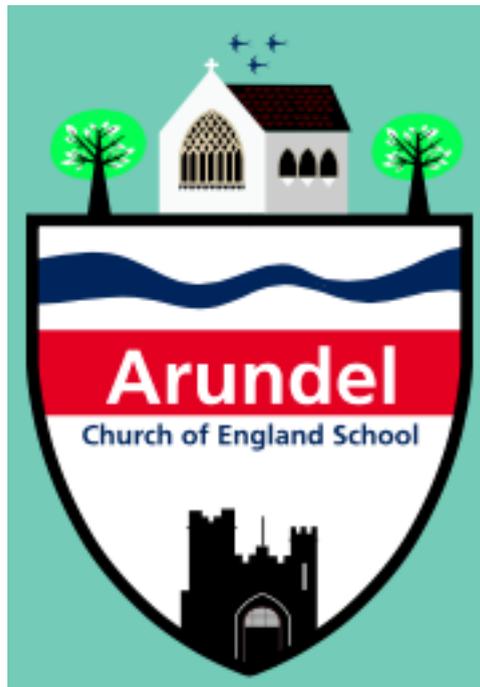




ACE Relationships Education and Health Education Policy 2019 – 2022

Arundel Church of England Primary School



Approved by:

Date: September 2019

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John 10:10 "I came that they might have life, and have it abundantly."



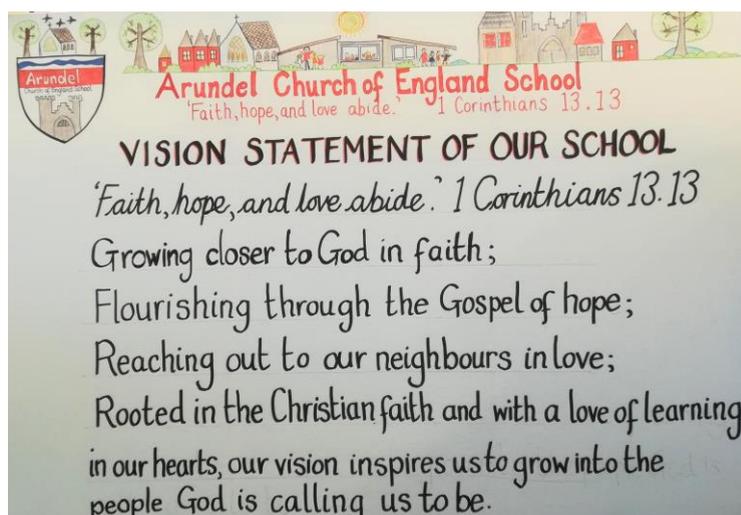
Relationships and Health Education Policy

Introduction

Church of England schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life.

At ACE, our **Vision Statement** (September 2019) states that:

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.



This is why, in 2019, the Department for Education made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

The Department for Education are clear that parents and carers are the prime educators for children on many of these matters; schools complement and reinforce this role.

Primary schools are required to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling

John 10:10 "I came that they might have life, and have it abundantly."



lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

In line with the church's vision for education, we acknowledge that we can grow in relational wisdom, love and compassion – as Jesus grew in wisdom (Luke 2:40). Our sense of community is enhanced by Jesus' teaching 'Love your neighbour as yourself'. Jesus embodied the centrality of relationships, through which we learn who we are and our responsibility for others (Hebrews 10:24).

The Church of England's Vision for Education states: 'We are only persons with each other; our humanity is 'co-humanity', inextricably involved with others, utterly relational...education needs to have a core focus on relationships and commitments.' Hence, this is the basis of this policy.

At ACE, we choose to teach the compulsory content within a wider programme of Personal, Social, Health and Character Education, which is also integrated within our broad and balanced curriculum.

These subjects represent a huge opportunity to help our ACE children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help them to become successful and happy adults who make a meaningful contribution to society.

Statutory Requirements

Relationships Education is compulsory for all pupils receiving primary education, with Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education is compulsory in all schools except independent schools.

The Right to Withdrawal

Parents/carers have the right to withdraw pupils from sex education, but not Relationships or Health Education, hence there is no right to withdrawal at ACE from our Relationships or Health Education programme. We have consulted parents and governors in the development of this policy and we aim to ensure that the policy meets the needs of our pupils and parents and reflects the ACE community we serve.

John 10:10 "I came that they might have life, and have it abundantly."



Christian Context

As a Church of England Voluntary Aided School, we aim to reflect on Christian teachings about relationships and about how the church may support people in matters of relationships (see Appendix 1) and also to ensure that balanced debate takes place. We also ensure that our teaching reflects the law (including the Equality Act 2010) as it applies to relationships. Effective Relationships Education 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. This should be taught in a way that ensures there is no stigmatization of children based on their home/personal circumstances.

All Relationships Education should be set in a context that is consistent with our school's Vision and Mission Statements, Christian ethos and values:

- based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet also upholding the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity).
- 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.

John 10:10 "I came that they might have life, and have it abundantly."



Relationships Education at ACE

The focus at Arundel CE Primary School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school in Rainbow Class, building on early education, pupils are taught about 'The ACE Way' of behaving, including how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness. This leads on to permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others is reinforced daily at ACE in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on – and via the ACE Vision Statement.

From the beginning, teaching staff talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This also helps them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teaching staff address online safety and appropriate behaviour in a way that is relevant to pupils' lives. We include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) The inclusive nature of school means that we aim for there to be no stigmatisation of children based on their home



circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Character Education

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. Our school's Christian ethos encourages the development and practice of resilience and other attributes; this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. There are numerous planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely; for example children raise money for a number of charities including MacMillan and Education West Africa and help at the Lent Lunches at St Nicholas' Church.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education at ACE, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages we balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement our Health Education and as part of a comprehensive programme and whole school approach, this knowledge supports safeguarding of our ACE children.



By the end of their time at Arundel CE Primary School, pupils should know the following:

Families and people who care for me

- 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

- 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

- 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.

Online Relationships:

- 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

- 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.

At ACE we aim to meet these objectives using a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education.

This policy covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

We aim to ensure that both boys and girls are prepared for the changes that adolescence brings.

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. At ACE we promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even



when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

We aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We engender an atmosphere that encourages openness. This means that 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.

Puberty, including menstruation, should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

By the end of their time at Arundel CE Primary School, pupils should know the following:

Mental Wellbeing

- 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

- 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

- 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.



Healthy eating

- 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

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- 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

- 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

- 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.



Delivery and Teaching Strategies

Relationships Education and Health Education complement several national curriculum subjects. At ACE we look for opportunities to draw links between the subjects and integrate teaching where appropriate. In doing this, we acknowledge the value of contributing to our ACE spiral curriculum. This curriculum should enable children to make positive choices about relationships and their emotional health, both now and in the future. There is no right of withdrawal from any part of the national curriculum.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

Our RE curriculum covers themes such as: Friends, Family and Community; The Natural World; Christianity and Ourselves and the Community.

The national curriculum for computing covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Health Education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives.

Useful Documents and Resources

'Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance', Department for Education 2019.

Key references below taken from 'Valuing All God's Children, Guidance for Church of England Schools in Challenging Homophobic Bullying' Second Edition Autumn 2017.

<https://www.churchofengland.org/media/1988293/valuing%20all%20god's%20children%20web%20final.pdf>

http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/pri_mary_school_resources/default.asp



Key Stage 1: *Love and Sex Matters* by Kate Guthrie, Verity Holloway, Katy Staples (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 may 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.

Body & Soul: Active Learning for Relationship Education by Lat Blaylock, Fiona Moss & RuthWhiter (from RE Today) ISBN: 9781905893447 Published: 03 January 2014. (Resources for Years 5 and 6).

Church of England Vision for Education: Deeply Christian, Serving the Common Good Autumn 2016, CofE Education Office

A Framework for Character Education in Schools, Jubilee Centre 2017

Key learning objectives

- Learn to care about others and to be sensitive to their needs and views
- Learn the importance of conscience, Christian values and moral consideration
- Learn to accept differences between people, not exploit them
- Learn the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- Learning the importance and responsibilities of the family unit for all its members
- Learn to respect oneself and others
- Learn to be honest, loyal, trustworthy and faithful in relationships
- Learn to take responsibility for one's actions
- Learn to explore, consider, understand and reflect as part of decision making
- Learn to manage emotions and relationships confidently and sensitively
- Develop empathy for others
- Learn to manage conflict

Moral Framework



Pupils will be taught SRE 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
- Address issues of justice and equality through such things as developing the concept of "courageous advocacy"

Equal Opportunities

Relationships and Health Education 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. Relationships and Health Education will be available to all pupils regardless of gender, culture or disability.

Other Issues

This policy should be read alongside the following ACE policies:

Confidentiality Policy, Safeguarding Policy (With reference to Abuse, Forced Marriages and Female Genital Mutilation where appropriate), Anti-Bullying Policy, Religious Education Policy.

Personal Beliefs

Beliefs and attitudes of teachers should not influence their teaching of SRE.

Language and Ground Rules in Relationships and Health Education 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



Appendices - Preface and Declarations

Appendix 1a

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.
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 1b

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 2

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 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 3

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 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 thy 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.’

Jesus asked, ‘do you *agapao* me?’ Peter replied, ‘I *phileo* you.’

Jesus asked, ‘do you *phileo* me?’ Peter replied, ‘I *phileo* you.’



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.

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 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.