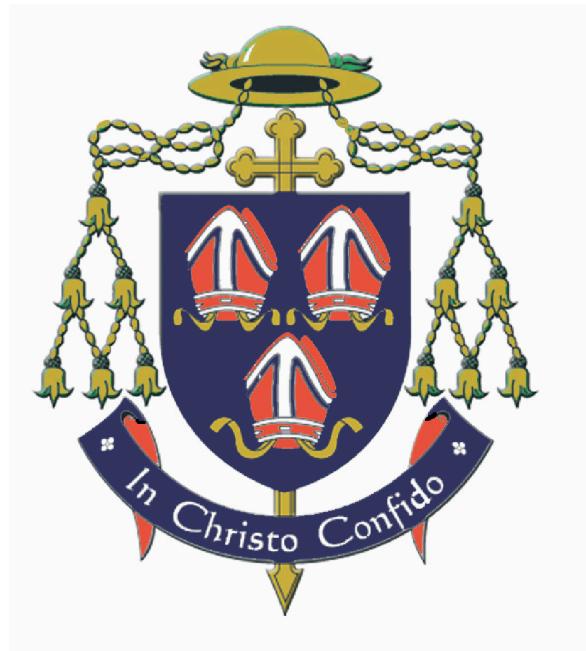


St. Patrick's Classical School.



RSE POLICY

Mission statement

The mission of St. Patrick's Classical School is to educate its students according to the best traditions and highest standards of Catholic schooling. It endeavours at all times to provide, through as wide, as varied and as balanced a curriculum as is possible, for the spiritual, intellectual, emotional, social, cultural and moral development of all its students.

Introductory Statement

This policy has been drawn up by the Relationships and Sexuality Education Committee following consultation between the staff, parent representatives, the Principal and Board of Management. The policy outlines the aims of the RSE programme, the relationship of RSE to SPHE, Religious Education, Science, Biology and other subjects and the organisation and management of RSE within the school.

Scope

This policy will apply to all aspects of teaching and learning about relationships and sexuality. As a discussion about relationships and sexuality may take place in classes other than Religious Education, it is therefore important that all teachers are familiar with the RSE policy. The policy will apply to school staff, students, Board of Management, parents / guardians, visiting speakers and external facilitators.

Rationale

Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy.

1. Sexuality is a key element of healthy social and personal development. Young people are exposed to a variety of messages about sexuality and sexual activity. Schools, in consultation with parents / guardians, need to reflect on how to provide for the needs of their students in this area.
2. The Education Act, 1998 requires that schools should promote the social and personal development of students and provide health education for them.
3. Section 4 of the Rules and Programme for Secondary Schools requires schools to have an agreed policy for RSE and a suitable RSE programme in place for all students at both Junior and Senior Cycle. At Junior Cycle the RSE programme is part of the SPHE programme and Senior Cycle the RSE programme has been part of the Religious Education programme.
4. Circulars M4/95 and M20/96, 37/10 and C43/18 request schools to engage in a process of RSE policy development.
5. The effectiveness of an RSE programme is dependent on a collaborative policy process involving teachers, parents/guardians, students, members of the Board of Management, students and the Student Support Team.

*** not to exclude topics regardless of ethos**

RSE WITHIN ST. PATRICK'S SCHOOL

St Patricks Classical School was founded in 1930 and currently caters for over 900 boys.

St Patricks Classical School is a single-sex boys school, educating boys from the age of 12 to Leaving Certificate.

5. CODES AND PROGRAMMES

The School's Anti-bullying policy aims to create a positive school culture and climate that is inclusive, open, supportive and welcoming of difference.

The Code of Behaviour is designed to encourage the formation of character and encourage Catholic values that promote good citizenship. The Code is operated in a fair and transparent manner.

The Pastoral Care Programme is an integral part of the ethos of the school. Students are put under the care of a Tutor Teacher when they join the School. This Teacher takes a special interest in their student's welfare. Year Heads work closely with tutor teachers, ensuring that there is good communication between parents, subject teachers, Principal and Deputy Principals.

Definition and Aims of RSE

The Relationship and Sexuality Education Programme (RSE) aims to provide opportunities for young people to learn about relationships and sexuality in ways that help them to think and act in a moral, caring and responsible way. Students are encouraged to develop a sense of self-esteem and a healthy attitude towards themselves and others; respect, along with the ability to evaluate information and make informed decisions and develop skills which will enable them to make responsible choices particularly in the area of relationships and sexuality.

Relationship and Sexuality education within Social Personal and Health Education

The Draft Guidelines for RSE (NCCA, June 1995, 1.2) states that Social Personal and Health Education is "*spiral, developmental in nature and age appropriate in content and methodology*".

In St Patrick's classical School the RSE programme is taught within the context of SPHE which aims:

- to enable the students to develop skills for self-fulfilment and living in communities;
- to promote self-esteem and self-confidence;
- to enable the students to develop a framework for responsible decision-making;
- to provide opportunities for reflection and discussion;
- to promote physical, mental and emotional health and well-being;

A holistic approach towards a student's development is taken where many issues are explored like self-esteem, assertiveness, communication, decision making, understanding influences and feelings, belonging and integration, self- management, physical and sexual health, friendship, emotional health, boundaries, consent, digital media and personal safety, all contribute to our effective RSE programme.

The Aims of our Relationship and Sexuality Education Programme and its Provision

Within SPHE, RSE has its own specific aims:

- (a) To help students understand and develop friendship and relationships;

- (b) To promote an understanding of sexuality;
- (c) To promote a positive attitude to one's own sexuality and in one's relationship with others;
- (d) To promote knowledge of and respect for reproduction;
- (e) To enable students to develop attitudes and values towards
- (f) To provide opportunities for students to learn about relationships and sexuality in ways that helps them think and act in a moral, caring and responsible way.

Guidelines for the management and organisation of RSE in St Patricks Classical School

For the Relationships and Sexuality Education Programme please see Appendix 2 Junior Cycle and Appendix 3 Senior Cycle, which detail the aims, educational outcomes and topics for each. St Patrick's Classical School follows the curriculum as set by the Department of Education and Skills and SPHE is well established within the school curriculum.

- (a) The arrangements regarding the teaching of the programme and the deployment of staff are made by the Principal. SPHE is mandatory in 1st to 3rd Year and is timetabled, 1 class a week. Six of these periods a year are reserved for the teaching of RSE. These are given by teachers who are trained.
- (b) In the Senior Cycle programme TY, 5th and 6th will receive a minimum of 6 lessons per year within the context of the Senior Religious Education Programme/personal development class.

2. Training the Team

Teachers who teach SPHE and RSE in St Patrick's Classical School are encouraged and supported to participate in- service training when available .

POLICY CONTENT

1. *Definition of Relationships and Sexuality Education*

RSE is a developmental process through experiential learning in which pupils participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

2. *RSE within Social Personal and Health Education*

The *Draft Guidelines for RSE* (NCCA, June 1995, 1.2) state that Social Personal and Health Education is "spiral, developmental in nature and age appropriate in content and methodology". The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, SPHE covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one's relationship with others. SPHE deals with many issues such as self-esteem, assertiveness, communication and decision making skills – all of which can contribute to the effectiveness of the RSE programme.

3. Guidelines for the Management and Organisation of RSE in our School

- a.** Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Principal.
- b.** **Informing and Involving Parents:** Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. This policy has been designed in consultation with Parents' Association representatives and the views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be made available to any parent on request to the School Office.
- c.** **Offering Advice:** Through the SPHE programme, the school's function is to provide a general education about sexual matters and issues. Sources of professional information and advice will be identified when appropriate. In the RE Classes, advice offered will be sensitive to the Church's teachings on relationships and sexuality and will be appropriate to the age of the student.
- d.** **Answering Questions:** While it is important to create an environment in SPHE / RSE in which students can discuss issues openly, some students may not be comfortable asking a specific question or teachers may not be able to answer all questions asked by students in a lesson. One strategy used by teachers is to request students to write down any questions they may have at the end of a lesson. We have established an anonymous question box. Students write down their thoughts about the topic (reflection) and any questions they may have, put them in the question box. The teacher will answer them as best they can the following class and give some feedback on the reflections.
- e.** **Confidentiality:** While students will not be encouraged to disclose personal or private information in SPHE / RSE classes, there may be times when they do talk about their own lives. Confidentiality will be respected unless a teacher becomes aware that a child is at risk, in which case the appropriate action will be taken.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tulsa Guidance on the preparation of Child Safeguarding Statements, the following procedures are followed:

- If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report either themselves as a mandated person or report the matter to the Designated Liaison Person in that school.
- The Board has appointed Mr Harry McGarry as the named DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The support of the school should continue to be made available to the child.

If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation he / she should report the matter to the relevant health board immediately.

f. **The division between biological and non-biological aspects of sex education:** The school policy is that the Science Department deals primarily with the biological aspects of reproduction.

g. **Withdrawing pupils from the RSE programme:**

- o Parents will be provided with a full copy of this policy on request.
- o The Education Act, 1998 (section 30, subsection (2)(e)) provides that a student is not required to attend instruction in any subject which is contrary to the conscience of the parent or, in the case of a student who has reached the age of 18 years. Hence, parents have a right to opt their child out of the potentially sensitive issues in RSE if they wish to do so. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so.

h. **Using visiting speakers and others**

(a) It is school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors can enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of RSE and are HSE approved.

(b) The SPHE Co-ordinator will provide the visitor, well in advance of the visit, with a copy of this RSE policy. After gaining approval from the Principal for the visit, the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the RSE programme. The following issues will be considered:

- i. the degree of explicitness of the content and presentation;
- ii. will the visitor be accompanied by teaching staff?
- iii. will the staff take an active role in the visitor's activities?
- iv. how will the visitor be prepared for the visit?
- v. how will the visit be built upon and followed up?

(c) Visitors will be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.

(d) The Management will be informed of the date and name of the visitor.

i. **Sexual Activity:** It is advisable for teachers to give young people information on the age of consent which, following the passage of the Criminal Law (Sexual Offences) Act, 2006, is 17 years of age for both males and females.

j. **Family Planning:** The RSE programme requires that young people are provided with information about methods of contraception, but consideration needs to be given to the moral and values framework within which it is taught. Our school uses its discretion with regard to the age at which students receive any aspect of the RSE

k. **Homosexuality:** The RSE programme at both Junior and Senior Cycles is always inclusive of all genders and sexualities and these topics will be addressed in a clear and open way in accordance with the curriculum guidelines.

l. **Healthy/unhealthy relationships:** Healthy/unhealthy relationships and behaviours including communication, conflict resolution, coercive control

m. **Sexually Transmitted Infections (STIs):** STIs are part of the programme for Junior and Senior Cycle and are discussed as deemed appropriate by the relevant teachers.

n. **Training:** We recognise that all teachers involved in this sphere should have the appropriate training. It is necessary that those teaching the RSE Programme are willing to do so, are sensitive

to the needs of the group, and have an ability to deal with questions openly and honestly. The school will facilitate teachers to obtain training in this field.

- o. **Resources:** The school will purchase appropriate RSE teaching materials which have been identified by staff as useful and which have been approved by the Principal, within the normal budgetary framework and as general school resources allow. Teachers will use all resources deemed appropriate from the NCCA and linked on their website. Teachers know their students best so can decide if a resource meets the needs of their students

ROLES AND RESPONSIBILITIES

Board of Management

1. To approve the policy.
2. To ensure that the policy is developed and evaluated from time to time.
3. To consider reports from the Principal on the implementation of the policy.

Principal and Deputy Principal

1. To establish structures and procedures for the implementation of the policy.
2. To monitor the implementation of the policy.
3. To raise awareness of the policy among members of the school community.

Subject Teachers

1. To be familiar with the policy.
2. To implement the policy.

SUCCESS CRITERIA

1. RSE is being successfully taught through SPHE for all relevant students.
2. Senior Cycle students are receiving RSE.
3. Resource material is available to teachers.
4. Appropriate in-service for teachers is available and relevant teachers are availing of it.
5. Students are aware of the policy.
6. Parents / guardians are aware of the policy.
7. Positive feedback is received from teachers, other school staff, students, parents / guardians, members of the Board of Management and trustees.
8. The goals are being attained.

MONITORING, EVALUATING AND REVIEWING RSE

We are committed to monitoring and evaluating the effectiveness of this programme. Specifically, important to the RSE Programme are:

1. Pupil feedback;
2. Staff review and feedback;
3. Parental feedback through the Parents Council.

REVIEW PROCEDURES

The policy will be reviewed every three years. The review team will comprise the Principal, Deputy Principal and the RSE Committee.

Ratified by the Board of Management 26-01-2026.

Reviewed and updated by the Board of Management every three years thereafter.

This policy reviewed and ratified by the Board of Management:

The Board of Management approved and ratified the School Policy on the 26-01-2026.

Signed:



Fr. Gerry Stuart

Chairperson of Board of Management

Date: 26-01-2026.

Signed:



Mr. Harry Mc Garry

Principal/Secretary to the Board of Management

Date: 26-01-2026.

Appendix 1

What we do if a request for withdrawal from the RSE programme is made by a parent:

1. We discuss the nature of the concerns with the student's parent/s and if appropriate attempt to reassure them (initially such discussion takes place at a meeting with the Year Head and SPHE Co-ordinator, the Deputy Principal may become involved if necessary).
2. We attempt to ensure that where a student chooses not to engage with the RSE programme there will be no disruption to other parts of their SPHE education.
3. We point out that students who have withdrawn from the RSE programme are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the student and minimal disruption to the programme.
4. We also point out that students may receive inaccurate information from their peers.
5. We offer the parents access to appropriate information and resources.

Appendix2

APPENDIX ONE JUNIOR CYCLE RSE

Aims, educational outcomes and topics for each year:

1st Year

This module will be prepared in accordance with school policy on relationships and sexuality education. Further details are included in the Teacher Guidelines for Social, Personal and Health Education.

	Topic	Aims
1.	Me as unique and different	<ul style="list-style-type: none">▪ To develop skills for promoting self-esteem
2.	Friendship	<ul style="list-style-type: none">▪ To further explore the qualities valued in friendship;▪ To help the students to identify their responsibilities in different types of relationships.
3.	Changes at adolescence	<ul style="list-style-type: none">▪ To help the students to understand the physical, emotional and psychological changes that take place during adolescence;▪ To help the students to appreciate that these changes occur at different times and at different rates, depending on the individual.
4.	The reproductive system	<ul style="list-style-type: none">▪ To enable the students to clarify their information on the male and female reproductive systems, intercourse, and conception.
5.	Images of male and female	<ul style="list-style-type: none">▪ To enable the students to deepen their awareness of stereotyping and its influence on attitudes and behaviour.
6.	Respecting myself and others	<ul style="list-style-type: none">▪ To identify some contemporary attitudes to sexuality;▪ To help the students to recognise the need for respect for sexuality.

Outcomes: As a result of participating in this module, students should:

- have an appreciation of their personal talents and those of others;
- have explored some aspects of sex stereotyping;
- have a knowledge of the physical, emotional and psychological changes related to adolescence;
- have a clear understanding of the male and female reproductive systems;
- be sensitive to the need for respect for one's own sexuality and the sexuality of others.

2nd Year

This module will be prepared in accordance with school policy on relationships and sexuality education. Further details are included in the Teacher Guidelines for Social, Personal and Health Education.

	Topic	Aims
1.	From conception to birth	<ul style="list-style-type: none">▪ To examine the stages of development from conception to birth.
2.	Recognising and expressing feelings and emotions	<ul style="list-style-type: none">▪ To help the students to differentiate between different types of relationships;▪ To promote awareness of the feelings and emotions associated with a variety of relationships.
3.	Peer pressure and other influences	<ul style="list-style-type: none">▪ To help the students to explore the role of peer pressure and other influences in the area of sexuality.
4.	Managing relationships	<ul style="list-style-type: none">▪ To enable the students to develop skills for establishing and maintaining relationships at appropriate levels.
5.	Making responsible decisions	<ul style="list-style-type: none">▪ To identify skills necessary for making decisions—consistent with personal values and within a moral framework—about behaviour in relationships.
6.	Health and personal safety	<ul style="list-style-type: none">▪ To help the students to develop an awareness of the potential risks involved in developing new relationships;▪ To enable the students to identify practical steps for personal security;▪ To raise awareness about sexually transmitted disease.

3rd Year

This module will be prepared in accordance with school policy on relationships and sexuality education. Further details are included in the Teacher Guidelines for Social, Personal and Health Education.

	Topic	Aims
1.	Body image	<ul style="list-style-type: none">▪ To offer opportunities for self-reflection;▪ To enable the students to further develop their skills for enhancing self-esteem.
2.	Where am I now?	<ul style="list-style-type: none">▪ To facilitate a review of the stages of human growth and development, with particular reference to growth and development at adolescence.
3.	Relationships: what's important?	<ul style="list-style-type: none">▪ To help the students to identify the qualities they value in a relationship;▪ To enable the students to examine some of the priorities in relationships as depicted in a variety of media.
4.	The three R's: respect rights, and responsibilities	<ul style="list-style-type: none">▪ To enable the students to identify their rights and responsibilities in a relationship;▪ To develop skills for protecting rights and promoting responsibilities in personal relationships;▪ To develop awareness of the importance of respect in relationships.
5.	Conflict	<ul style="list-style-type: none">▪ To enable the students to identify possible sources of conflict in relationships;▪ To help the students to apply conflict resolution and communication skills to those situations.
6.	Health and personal safety	<ul style="list-style-type: none">▪ To help students get a basic understanding of contraception in relation to preventing pregnancy, and how contraception works to prevent pregnancy;▪ Students are provided with basic understanding of how Sexually Transmitted Infections (STIs) are transmitted. They also become aware of how certain contraceptives can help protect against STIs.;▪ To increase students' awareness of sexual orientation and explore;▪ Some of the issues affecting lesbian, gay and bisexual (LGB) people. Students come up with a variety of different ways that they can support people of different sexual orientation. Students also appreciate that everyone, regardless of sexual orientation, deserves to be treated with respect and dignity.

Senior RSE

Content	Learning outcomes These learning outcomes have been informed by the RSE interim curriculum and guidelines for post-primary schools (NCCA, 1996). Students will:
Self-awareness and personal skills	<ul style="list-style-type: none"> ▪ Develop awareness of the personal strengths that they bring to relationships; ▪ Critically examine what they value in relationships, including their relationships with their parents; ▪ Compare and contrast what they value in relationships with the values and attitudes displayed in different relationships portrayed in the media; ▪ Consider the impact of supportive parent/child relationships on the development of self-esteem and independence; ▪ Draw up a personal life plan including consideration of their personal, social and vocational goals and the place of parenthood in this plan; ▪ Consider the importance of positive body image and self-image in the context of relationships; ▪ Explore the concepts of love and being in love and the importance of love in its various aspects, including closeness, intimacy, distance, pleasure and commitment.
Relationship skills	<ul style="list-style-type: none"> ▪ Consider the importance of genuineness, empathy and respect in all types of relationships; ▪ Develop assertiveness skills in support of positive, healthy relationships; ▪ Identify and apply relationship skills which support the setting up, maintenance and ending of relationships; ▪ Identify and develop the skills to negotiate sexual relationships in order to avoid unwanted or unprotected sexual intercourse.
Sexual & Reproductive Health	<ul style="list-style-type: none"> ▪ Understand the different stages of sexual development, including the physical and emotional changes that take place in puberty; ▪ Understand the reproductive process including fertility from both male and female perspectives; ▪ Understand different methods of contraception and discuss contraception in relation to physical health including sexually transmitted infections (STIs) and pregnancy; ▪ Know and understand about Human Immuno-deficiency Virus (HIV) and STIs, the importance of early medical intervention and where this support is available; ▪ Critically examine different lifestyle choices about sexual activity, the arguments for delaying sexual activity and the consequences of being sexually active for themselves and their personal relationships; ▪ Recognise and discuss the emotional, social and sexual pressures experienced by young people in personal relationships in relation to sexual behavior decisions.

<ul style="list-style-type: none">1. What is RSE?2. Gender Stereotypes Gender Identity3. Sexual Orientation4. What makes a family5. Healthy connected relationships, maintaining them6. Changes in Puberty/Adolescence7. Human Reproduction <p><u>Relationships and Sexuality Education 1 Unit of learning</u></p>	<ul style="list-style-type: none">3.1 reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully3.2 examine the benefits and difficulties experienced by young people in a range of relationships3.3 identify signs of healthy, unhealthy and abusive relationships3.4 appreciate the importance of setting healthy boundaries in interpersonal relationships and consider how to show respect for the boundaries of others3.5 consider the importance of taking care of their reproductive health3.6 appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways
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2nd Year RSE Topics

Learning Outcomes

- 1. The qualities that count
- 2. Signs and signals in relationships
- 3. Breaking up
- 4. Consent
- 5. Selfies, sexting and safety
- 6. Female reproductive health and menstrual well being
- 7. Male reproductive health

[Relationships and Sexuality Education 2 - HSE.ie](#)

- 2.4 Demonstrate skills and strategies to help make informed choices that support health and wellbeing and apply them in real life situations that may be stressful and/or involve difficult peer situations
 - 3.1 reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully
 - 3.2 examine the benefits and difficulties experienced by young people in a range of relationships
 - 3.3 identify signs of healthy, unhealthy and abusive relationships
 - 3.4 appreciate the importance of setting healthy boundaries in interpersonal relationships and consider how to show respect for the boundaries of others
 - 3.5 consider the importance of taking care of their reproductive health
 - 3.6 appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways

<p>1 Social media and self-esteem 2 Gender roles and expectations 3 No excuses! Sexual Harassment 4 The influence of popular culture 5 Pornography: What's the harm? 6 Condoms and contraception</p> <p>7. Safer sexual activity physically & emotionally</p> <p><u>Relationships and Sexuality Education 3 - HSE.ie</u></p>	<p>1.2 reflect on their personal strengths and values and how they bring these into relationships 1.3 explore the range of influences and life experiences that can impact on self-image and self-esteem and identify ways to nurture a positive sense of self-worth 1.5 reflect on gender equity and how gender stereotypes impact on expectations, behaviour and relationships</p> <p>3.1 reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully 3.2 examine the benefits and difficulties experienced by young people in a range of relationships 3.3 identify signs of healthy, unhealthy and abusive relationships 3.4 appreciate the importance of setting healthy boundaries in interpersonal relationships and consider how to show respect for the boundaries of others 3.5 consider the importance of taking care of their reproductive health 3.7 explore the pressures to become sexually intimate and discuss ways to show respect for people's choices 3.8 appreciate the importance of seeking, giving and receiving consent in sexual relationships, from the perspective of building caring relationships and from a legal perspective 3.9 explain the importance of safer sexual activity with reference to methods of contraception and protection against sexually transmitted infections (STIs)</p> <p>3.10 discuss the influence of popular culture and the online world, in particular, the influence of pornography, on young people's understanding, expectations and social norms in relation to sexual expression</p>
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<p>1. Intro class Topics Healthy/unhealthy behaviours</p> <p>2. Boundaries in intimate relationships</p> <p>3. Consent</p> <p>4. Contraception</p> <p>5. Our sexual health</p> <p>6. Gender stereotypes in society and our relationships</p> <p>7. Digital media and its influences</p> <p><u>Resources for learning and teaching SPHE Curriculum Online</u></p>	<p>2.1 demonstrate the awareness and skills needed for nurturing healthy in-person and online relationships, including respecting boundaries, communicating effectively, navigating difficult conversations, preventing and managing conflict and dealing with break-ups</p> <p>2.2 reflect on how their attitudes, beliefs, values and identity, and those of others, can influence the dynamics of families, friendships and romantic relationships</p> <p>2.3 discuss the need for consent and the importance of care, respect, empathy, trust and mutual pleasure within a sexual relationship</p> <p>2.4 examine how both positive and harmful attitudes around gender are perpetuated in the media, online and in society and discuss strategies for challenging and changing harmful attitudes and narratives</p>
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6th Year RSE

<ul style="list-style-type: none">1. Conflict resolution in relationships2. Domestic violence3. Sexual violence4. Gender based violence5. Modern masculinity6. Review of all topics	
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