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Sexual scripts of persons with different types of sex education

Family is the first environment where personality, sexuality and sexual scripts are forming. Elements of sexual education are always present in general education in the family (even when parents try to ignore the sexual part of a child's personality). An intra-family relationship becomes an example of a future child's behavior with other people.

During psychosexual and psychosocial development of the person, sexual behavior is formed with social approving methods of realizing sexual needs. Where actual needs don't match the reality (norms of culture), a person should form new behavior models. This is the way, how sexual scripts form.

The concept of the sexual script belongs to J. Gagnon and W. Simon [11]. Subsequently, sexual scenarios were researched by M. Wiederman [15], J. Kimmel [7], M. Bernston [1], S. Dworkin [2], J. Farrer [3], S. Hust [5], I. Kon [8], A. Tiomkina [14], V. Hupalovska [4], et al. However, sexual scripts of persons with different types of sex education in the family were not researched.

Lack of scientific development types of sex education and their intercourse with sexuality and sexual scenarios is *the relevance of this search*.

There are several approaches to determining the sexual scenario. For instance, the scenario is defined as *the sequence and range of actions, strategies of sexual behavior, dynamics of couples' behavior* [8]. That approach focuses on the behavioral aspect of sexuality.

Another vision of the sexual scenario (Ye. Kaschenko) defines it as *a means of representation by the subject of external reality as the object of their desires* [4]. The scenario can also be understood as *a discursive way of sequential organization of sexual practices* (A. Tiomkina). These discursive ways are 'external' to the individual biography. They, like cultural scenarios, create different ways of interpreting sexual behavior [14].

According to this point of view, Anna Tiomkina wrote about these types of sexual scenarios:

- Prenatal – a story about sex life constitutes a story about family and reproductive practices;
- Romantic – a story about love and feelings;
- Communicative – a story about friendship;
- Hedonic – a story about physical practices;
- Market – a story about sex as an exchange/bargain;
- Rewards – a story about sex as a story of self-affirmation and self-realization. [14]

These types of sexual scripts were researched by analyses of life stories.

Another classification of sexual scripts belongs to Finnish scientists Suvivuo Pia, Tossavainen Kerttu, and Osmo Kontula [13]. They say about a romantic scenario, rational sex scenario, sexual experience-seeking scenario, sexual desire scenario, and sexual intercourse postponing scenario.

At every step of the psychosexual development of a child, sex education is an important factor in forming sexuality and personality. It includes different aspects of educational work, that are similar to sexuality aspects: biological (biological gender differences, mechanisms of conception and birth of children, puberty, contraception, etc.); psychological (personal sexual attitudes); behavioral (sexual behavior); social (norms of sexual behavior and sexuality); culture (cultural specificities of sexuality).

That's why, sex education is a complex of educational work, that is forming, developing and improving different norms and valuables, which are relevant to all aspects of human sexuality.

Polish educator and sociologist M. Kozakiewicz said about three models of sex education: 1) repressive; 2) democratic; 3) liberal. Differences of these models are in the quantity and quality of information, parental behavior and sexual attitudes. The repressive model contains a minimum of the information, while democratic – sufficient information and liberal – too much information no matter what child asks or not.

The repressive type of sex education bases on the believes that knowledge provokes sexual desire. In this model information about anatomic and physiologic of biological gender are ignored. Information about the reproductive function of sexuality is given at a later age. Sometimes, the reproductive process explained by the example of plants. [6]

In this model children often try to find the information they need from other sources. It can be friends or parents of friends, the Internet, TV, etc. That is why the repressive model fosters a constant and growing sense of guilt about sexual thoughts, desires or acts. The denial of sexuality cannot guarantee its absence.

The liberal model of sex education is an antagonist to the repressive one. They are completely opposite in basic beliefs and personal attitudes of parents. [6] This model looks like the aggressive answer on forbiddances in the repressive model.

The democratic model gives enough liberty for variables of sexual behavior. Besides, it teaches about rules of safety, explains why, and how to use it. This model saves a positive view on sexuality, but other human characteristics stay in focus too.

Another similar classification of types of sex education in the family belongs to Miriam and Otto Ehrenberg. They described four types of parental attitudes to the sexual theme in the family life: repressive, avoiding, obsessive and expressive type.

Similar to the first classification, the repressive type here is about a totally negative attitude to sexuality. Sex is dangerous, and knowledge about it is unnecessary for children. In that kind of family is forbidden to say specific sexual words, make jokes on a sexual theme, wearing only underwear, etc.

The avoiding type is characterized by a more tolerant attitude toward sexuality. Parents with this type want but can't speak with children on sexual themes, because they just don't know-how.

In the obsessive type, there is a positive attitude to human sexuality, but all topics that are close to sex usually find themselves in the spotlight

the whole family. These kinds of parents are too liberal. Sometimes they don't even try to hide their private sexual life. That can be traumatic for their children.

The expressive type saves a positive attitude toward sexuality. Parents explain to children how important sexuality is for life, but they don't focus only on that part of living.

Whereas sexual scripts are the part of human sexuality, sex education stays an important part of their development.

To achieve the aim of the study – set connection features between the sexual script of person and type of sex education in the family – was used a set of methods and techniques:

- survey method to collect primary data;
- mathematical and statistical analysis of data for processing and verifying hypotheses;
- sexual well-being questionnaire (V. Hupalovska);
- sex scenario questionnaire (P. Suvivuo, K. Tossavainen, K. Osmo);
- sex scenario questionnaire (V. Hupalovska);

Multidimensional Approach to Sex Questionnaire (W. Snell).

Questionnaire to determine the type of sex education in the family.

To establish the specificities of sexual scenarios of persons with different types of sexual education in the family, a cluster analysis was first performed. According to the results of this analysis, three clusters were identified (Fig. 1):

Cluster 1 – high avoidance level with low levels of observability and expressiveness.

Cluster 2 – high level of repression with low levels of avoidance, expressiveness, and observability.

Cluster 3 – high levels of persistence and expressiveness with low levels of repression and avoidance.

According to the results of cluster analysis, three groups of subjects were formed:

- a) avoiding type of sexual education;
- b) repressive type of sexual education;
- c) expressive type of sexual education.

Respondents rated the observability of the sex education process as much as the expressiveness. Maybe that is because of shying to parents. This may indicate that children are perceived as a compulsive parenting initiative in conversations about sexuality. Children may find it uncomfortable talking to their parents about sexuality. Teens may

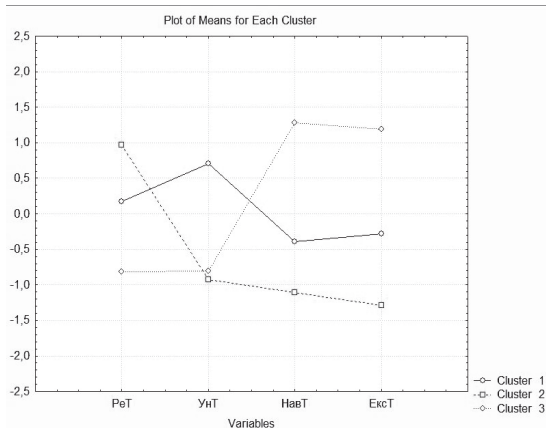


Fig. 1. Plot of means for each cluster.

appreciate the parents' initiative to talk about something sexual as a way to control them. Such negative attitudes of children do not diminish the importance of communication with parents. The naturalness and spontaneity of a parent's reaction to sexual topics in a conversation are still read by children as a signal that sexuality is natural.

According to the one-way variance analysis, differences were found between three groups of subjects and six scales of the sexual well-being questionnaire: the ability to actualize sexuality; sexual need as a condition of happiness; quantity as a condition of well-being; satisfaction with sexual relations; sexual communication of partners; sexual well-being.

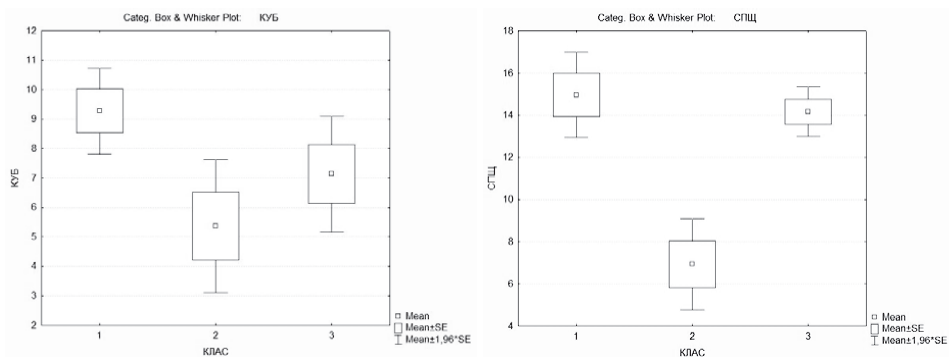


Fig. 2. Results of one-way ANOVA of groups with different types of sex education in scales: quantity as a condition of well-being; sexual need as a condition of happiness.

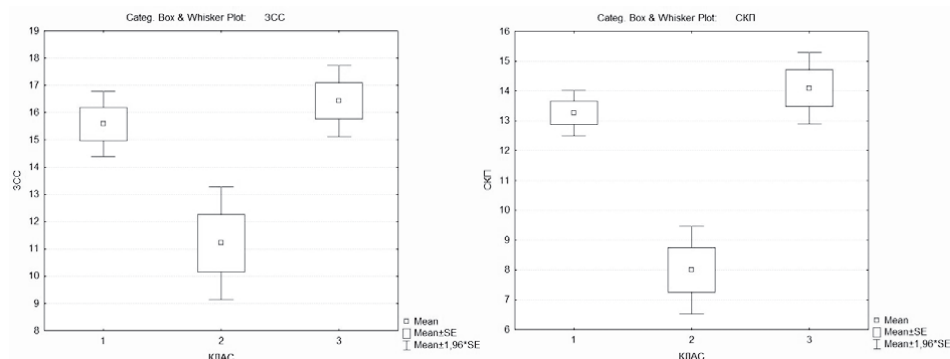


Fig. 3. Results of one-way ANOVA of groups with different types of sex education in scales: satisfaction with sexual relations; sexual communication of partners.

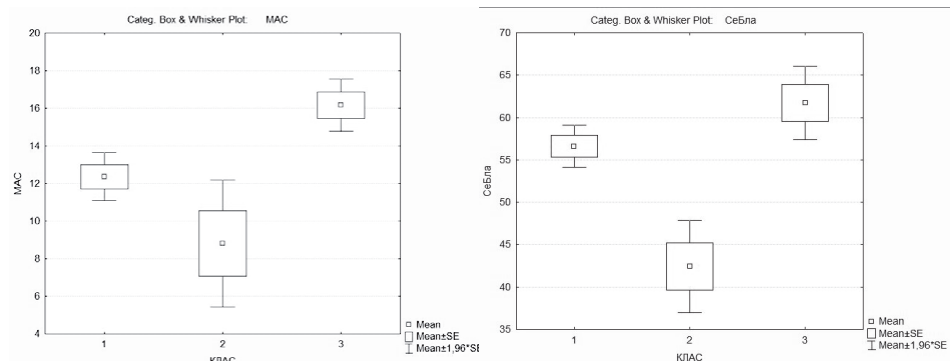


Fig. 4. Results of one-way ANOVA of groups with different types of sex education in scales: possibility to update sexuality; sexual well-being.

Respondents from the group of avoiding sexual education have the highest scores on the scale “quantity as a condition of well-being” and high indicators on the scale: sexual need as a condition of happiness (Fig. 2); satisfaction with sexual relations; sexual communication of partners and sexual well-being (Fig. 3).

Respondents from the group of the repressive type of sexual education have the lowest scores on the following scales: possibility to update sexuality; sexual need as a condition of happiness; satisfaction with sexual relations; sexual communication of partners (Fig. 3); sexual well-being (Fig. 4).

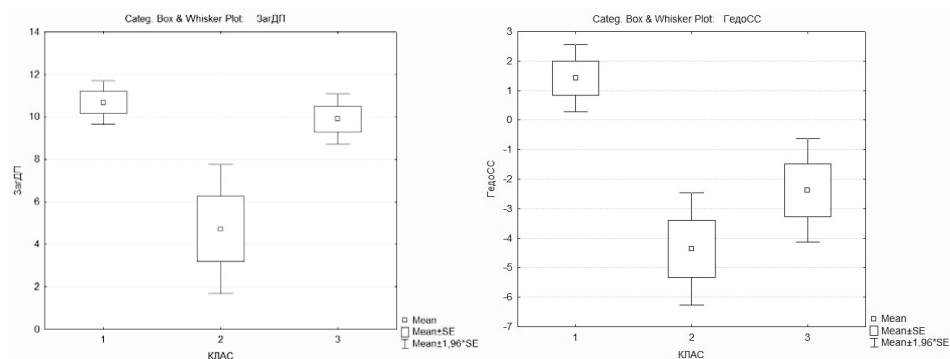


Fig. 5. Results of one-way ANOVA of groups with different types of sex education in scales: 'general caring approach to sex' and 'hedonistic sexual scenario'.

Respondents from the group of the expressive type of sexual education have the highest scores on the scale: possibility to update sexuality, sexual well-being (Fig. 4).

High scores of this group on the scales: sexual need as a condition of happiness (Fig. 2), satisfaction with sexual relations, sexual communication of partners (Fig. 3). Therefore, people with a repressive type of sexual education in the family have the lowest level of sexual well-being.

The results of this analysis identify differences between groups of subjects with different types of sexual education in the family on the scales of methods: a multidimensional approach to sex, sexual scenarios Suvivio, sexual scenarios Hupalovska.

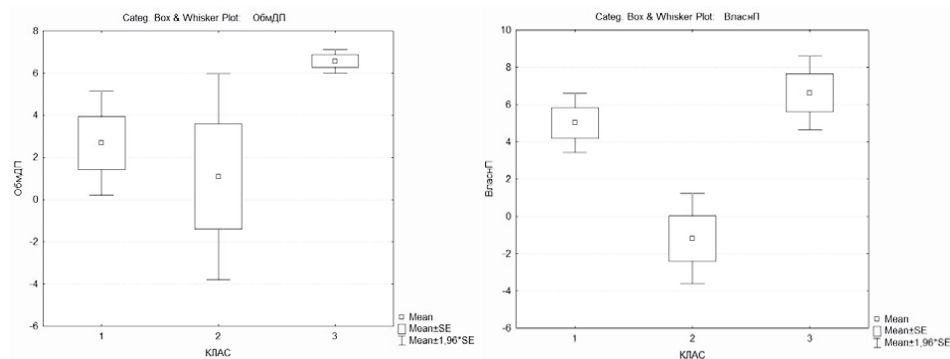


Fig. 6. Results of one-way ANOVA of groups with different types of sex education in scales: exchange careful approach to sex and proprietary approach to sex.

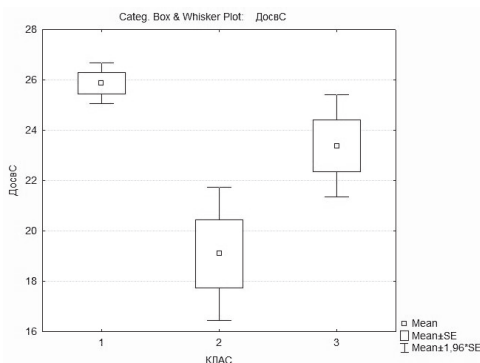


Fig. 7. Results of one-way ANOVA of groups with different types of sex education in scale experience-seeking script.

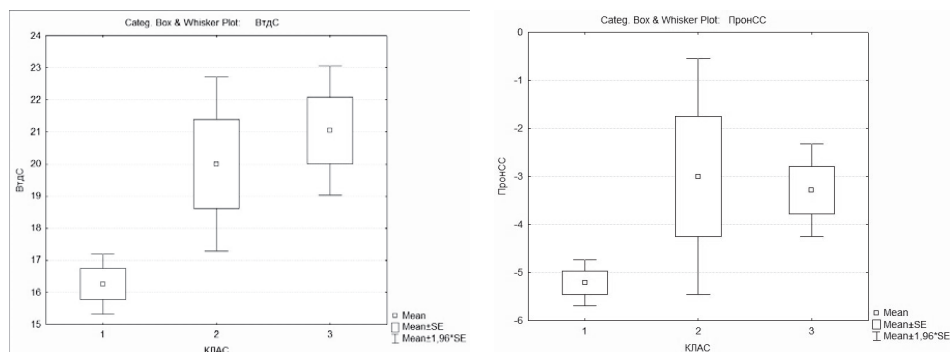


Fig. 8. Results of one-way ANOVA of groups with different types of sex education in scales: script of postponing intercourse and prenatal sex scenario.

Respondents from the group of avoidance type of sexual education had the highest scores on the following scales: general caring approach to sex and hedonistic sexual scenario (Fig. 5); high rates on the scales: exchange careful approach to sex, proprietary approach to sex (Fig. 6) and experience-seeking script (Fig. 7).

Respondents from the group of the repressive type of sexual education have the lowest scores on the scales: general caring approach to sex (Fig. 5), proprietary approach to sex (Fig. 6), practical approach to sex, script of desire (Fig. 9), experience-seeking script (Fig. 7), hedonistic sexual scenario (Fig. 5) and communicative sexual scenario (Fig. 10).

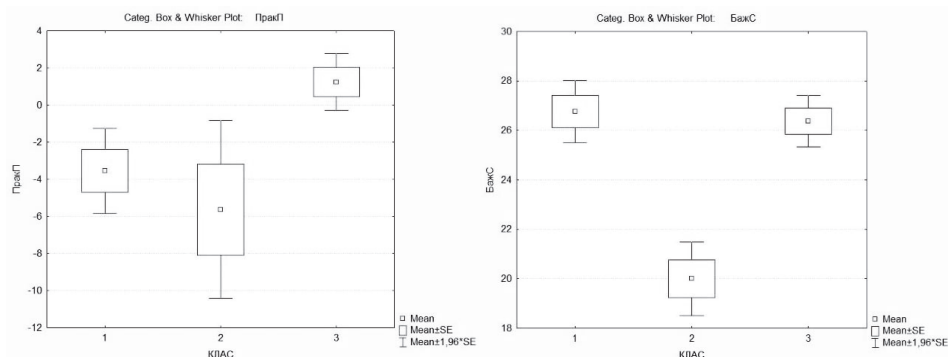


Fig. 9. Results of one-way ANOVA of groups with different types of sex education in scales: practical approach to sex and script of desire.

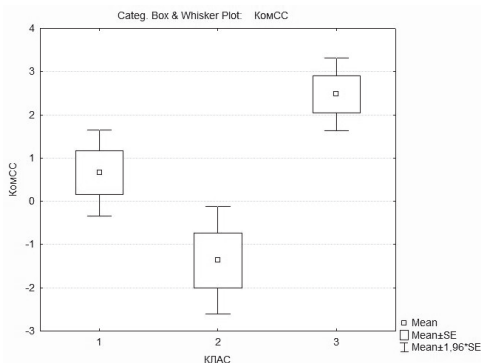


Fig. 10. Results of one-way ANOVA of groups with different types of sex education in scale communicative sexual scenario.

The high rates of respondents in the group of the repressive type of sexual education are observed on the scales: a friendly approach to sex (Fig. 11), a script of postponing intercourse and prenatal sexual scenario (Fig. 8).

Respondents from the group of the expressive type of sexual education in the family have the highest scores on the following scales: exchange careful approach to sex (Fig. 6), altruistic approach to sex, game approach to sex (Fig. 12), practical approach to sex (Fig. 9), market sexual scenario, self-fulfilling sexual scenario (Fig. 13), communicative sexual scenario (Fig. 10).

High rates of respondents of the group of the expressive type of sexual education on the following scales: a general careful approach to sex (Fig.

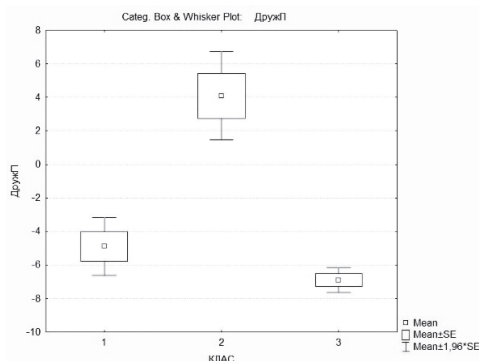


Fig. 11. Results of one-way ANOVA of groups with different types of sex education in scale friendly approach to sex.

5); proprietary approach to sex (Fig. 6); script of desire (Fig. 9); experience-seeking script (Fig. 7) and script of postponing intercourse (Fig. 8).

As a result of the factor analysis, a 4-factor model was constructed that explains 71% of the variation in the data.

Factor I - *trust as the basis of well-being*, which accounts for 27.7% of the data variance - includes sexual well-being scales: sexual need as a condition of happiness (0.54), satisfaction with sexual relations (0.85), sexual communication of partners (0.6), sexual well-being (0.69) and trust in parent-child relationships (continuing sexual education with age - 0.74; increasing sex-openness in sex education - 0.75). The higher the level of trust in conversations with parents, the higher the level of sexual well-being.

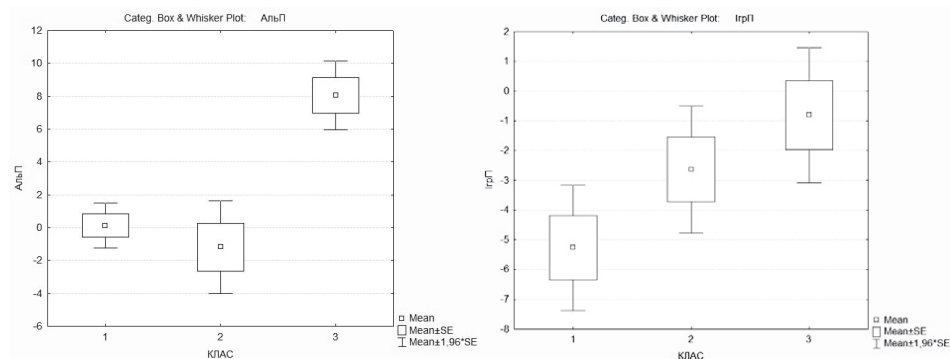


Fig. 12. Results of one-way ANOVA of groups with different types of sex education in scales: altruistic approach to sex and game approach to sex.

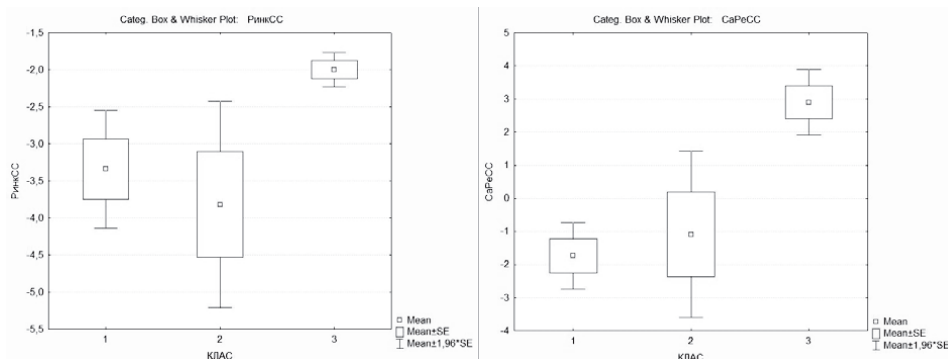


Fig. 13. Results of one-way ANOVA of groups with different types of sex education in scales: market sexual scenario and self-fulfilling sexual scenario.

Besides, the factor includes the following scales of approaches to sex: romantic (0.79), game (-0.54), proprietary (0.89), overall affectionate (0.82) and exchange affectionate approach (0.61). The opposite sign of the factor contribution with the scale of the game approach indicates that a high level of trust will shape the ability to build deep and intense relationships, rather than superficial and frivolous ones.

Scales of methods for determining sexual scenarios include a romantic scenario (0.51), a script of desire (0.92) and a romantic sexual scenario (0.55). All factor loadings with a plus sign. The predominance of the script of a desire indicates a high level of acceptance of one's sexuality, one's needs and desires (as opposed to shame and fear), which only increases the level of sexual well-being.

Factor II - *avoidance as a factor in the rejection of one's sexuality*, which explains 46.5% of the data variance - includes the avoiding sex education (-0.79) and the quantity as a condition of well-being (-0.6). In such circumstances, approaches and scenarios prevail: altruistic approach to sex (0.62), romantic scenario (0.68), experience-seeking script (-0.81), script of postponing intercourse (0.86), prenatal (0.86), romantic (0.61) and hedonistic sexual scenario (-0.79).

Such a structure of the factor indicates that persons with avoiding type of sexual education the leading type of behavior is to find sexual contacts without emotional relations, only for pleasure and only to obtain information, to know the reactions of one's body; the condition of well-being is the amount of sexual contact, not the quality of the relationship. Also, the second group of consequences of silent upbringing, which can

be called "prohibitive", is being traced. It is an attempt to conform to religious norms - sexuality is used solely to have children, mainly within the framework of a marriage based on altruistic and romantic feelings. Sexuality is realized and understood solely through the prism of childbirth (the prenatal scenario), and any other manifestations of sexuality, including pleasure (hedonistic scenario), are considered immoral and/or sinful and unnecessary (script of postponing intercourse).

Factor III - *lack of repression as the basis of sexual well-being*, which explains for 60.9% of the data variance - includes scales of obsessive (0.65), expressive (0.69), and repressive (-0.8) sex education with scales sexual well-being: ability to actualize sexuality (0.7), sexual communication of partners (0.54), sexual well-being (0.52) and scales of approaches to sex and sexual scenarios: friendly (-0.81) and altruistic approach to sex (0.59), communicative (0.59) and self-fulfilling sexual scenario (0.56).

The less repressive the nature of sexual education and the more expressive, the higher the level of sexual well-being and its components (health, self-acceptance, communication). The absence of repression and the prevalence of expressiveness testify to the open communication between the parent and the child, which becomes the basis for building further relationships. Therefore, the communicative sexual scenario and the communication of partners as a component of sexual well-being predominate in this factor.

Factor IV - *the parental irrational scenario*, which explains 70.9% of the data variance - includes sexual scenarios: rational sex (-0.69), market (0.67) and parental sexual scenario (0.87). Approaches to sex: game (0.52) and practical (0.66). Sexual well-being scales: quantity as a condition of well-being (0.63), relationships as the basis of sexual well-being (-0.74).

This factor traces the inability to build strong and trusting relationships, so they are irrational, similar to parental, market, non-serious, and involve at least one party. Sexuality is seen as a powerful tool, not as a part of the personality.

Intra-group correlation analysis was also done in clustered groups. In the group of people with avoiding the type of sexual education, sexual well-being correlates directly with: a proprietary approach to sex (0.76), an exchange caring approach to sex (0.52), and a script of postponing intercourse (0.57).

In the group of people with a repressive type of sexual education in the family, sexual well-being is inversely correlated with the sexual approach to sex (-0.81).

In the group of people with an expressive type of sexual education in the family, sexual well-being is directly correlated with: romantic approach to sex (0.82), friendly approach to sex (0.84), practical approach to sex (0.7), proprietary approach to sex (0.94), altruistic approach to sex (0.9), general caring approach to sex (0.54), sharing caring approach to sex (0.74), romantic sexual scenario (0.86), script of rational sex (0.85), script of desire (0.87), script of postponing intercourse (0.92), prenatal sexual scenario (0.74), romantic sexual scenario (0.9), hedonistic sexual scenario (0.79) self-fulfilling sexual scenario (0.88).

The inverse correlations of sexual well-being with: a gaming approach to sex (-0.94), a sexual experience-seeking scenario (-0.6), and a hedonistic sexual scenario (-0.79).

The results of the correlation analysis confirm and supplement the results obtained by factor, cluster and one-factor expression analysis. The repressive type of sexual education in the family is associated with the types of sexual scenarios and approaches to sex that excludes passion and desire, without the possibility of updating one's own sexuality.

The avoiding type of sexual education in the family is associated with the continued avoidance of a serious relationship and focusing solely on the hedonistic component of sexuality, gaining experience and satisfaction, along with the high need for sexual communication with a partner and lack of communication skills.

The expressive type of sexual education is directly related to the altruistic approach to sex and the self-fulfilling sexual scenario. Due to the frankness and sincerity of parents in communicating with their child, an adequate conception of sexuality was formed, allowing individuals in this group to build deep relationships with others without focusing solely on the physiological component of sexuality.

Overall, the results confirm the theoretical expectations of the study. Methods for research are well chosen. They reflect the data needed to confirm the hypotheses. In addition to the information that is needed to work with hypotheses, the scales of techniques provide additional information on the links between aspects of sexual education, sexual well-being, and sexual scenarios.

The high level of repressiveness in the general nature of sexual education in the family is reflected in the future in mature sexuality at the level of sexual well-being (reducing it).

A high level of expressiveness increases the level of sexual well-being. People with this type of sexual education, in addition to higher rates of

sexual well-being, are dominated by more complex sexual scenarios: they engage, accept, and become aware of more aspects of their sexuality, capable of building trusting and in-depth relationships with others, and in general, have more variability.

The type of sexual education not only characterizes the amount of information provided and its correctness, but it is also associated with the formation of basic trust in parent-child relationships. If the necessary conditions for this are created in education (not only sexual but also general), then the child will feel safe, less anxious, more trusting of parents, less shy (of himself, of his sexuality). On the contrary - the environment is repressive, authoritarian and categorically forbids any manifestations of sexuality and allusions to it - a basic sense of guilt is formed, it develops shame for itself, its interests, its sexuality.

In adulthood, the features of sexual education in the family are reflected in the level of sexual well-being and the types of prevalent sexual scenarios. Not surprisingly, people with a repressive type of sexual education have the lowest level of sexual well-being among all subjects. Also, the indicators of all scales of the method of sexual well-being are low.

Indicators of continuity and increased openness of conversations with parents on the topic of sexual education, reflecting the formation and development of trust in the process of sexual education, are also lowest in groups of people with repressive type. Lack of trust in the first meaningful relationships (parent-child) complicates the building of trusting relationships in adulthood, which is associated with the lack of the necessary experience and skills to build such relationships, fear and shame about their sexuality and their needs, displacement, and their needs, as a result, the inability to hear someone's desires.

An empirical study of the peculiarities of the relation between sexual scenarios and sexual education in the family has confirmed the theoretical proposition about the fundamental role of sexual education in the formation of sexual scenarios.

Thanks to the chosen methods, it was possible to investigate the features of three types of sexual education in the family: repressive, avoidant and expressive. The main features that distinguish these types of upbringing are:

- quantity and quality of the information provided to the child;
- timeliness and relevance to the age of this information;
- emotional background (creating an atmosphere of trust / fear / shame);
- own parental attitudes about sexuality.

The repressive type of sexual education is characterized by a minimal (close to zero) level of information; lack of trust in parent-child relationships; forming a child's fear of his or her sexuality by intimidating him or her for no explanation.

People with this type of sex education are the least sexually well-off. Their fear of sexuality guides their feelings and prevents the actualization and acceptance of sexuality. Sexual scenarios of these persons are oriented to the observance of existing rules (religious, ethical) and exclude the possibility of pleasure.

The avoiding type of sexual education is characterized by a higher minimum level of information; use of third-party sources (books, websites, blogs) of information, instead of direct communication with the child; the presence of a medium level of trust in parent-child relationships; forming shame, through inadequate explanations, or avoiding direct contact with the child.

People with this type of sexual education have sufficient levels of sexual well-being. They are more focused on gaining knowledge of sexual topics through direct experience, tend to rate any experience as positive, seek to have fun, without burdening themselves with building a healthy relationship.

The expressive type of sexual education is characterized by high level of informativeness; direct, open and sincere communication with the child; lack of irrational attitudes and beliefs about the sinfulness of sexuality; high level of trust in parent-child relationships; forming an adequate idea of sexuality.

People with this type of sexual education have better sexual communication skills, they are more open in relationships, seek to update all aspects of sexuality, are aware of the importance of having a healthy relationship, being able to hear a partner's needs, go to a meeting, negotiate. Their sexual scenarios are much more diverse than the sexual scenarios of persons with repressive and avoidant types of sexual education. They are not afraid to experiment, open to new experiences, capable of being responsible for their actions, independent and independent in choosing their preferences.

Actually, the information and the way it is presented to determine the type of sexual education. Type of sexual education determines the internal structure of sexuality, which is reflected in current sexual scenarios of personality. The diversity and variability of sexual scenarios determine the level of sexual well-being.

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Abstracts

HUPAŁOWSKA WIKTORIA, AWRAMENKO OLGA. **Skrypty seksualne osób o różnych typach edukacji seksualnej.** Dzięki wybranym metodom mogliśmy zbadać cechy trzech rodzajów edukacji seksualnej w rodzinie: represyjnego, wymijającego i ekspresyjnego. Osoby o represyjnym rodzaju edukacji seksualnej mają najmniej pozytywne życie seksualne, ich skrypty seksualne są ukierunkowane na przestrzeganie istniejących zasad (religijnych, etycznych) i wykluczają przyjemność. Respondenci o wymijającym rodzaju edukacji starają się dowiedzieć się wszystkiego z własnego doświadczenia, wypełniając w ten sposób brak informacji, przeceniając liczbę relacji seksualnych i ich obecność, są zdominowani przez hedonistyczne i zabawowe podejście do seksu bez obciążania się budowaniem zdrowego związku, poziom pozytywnego życia seksualnego – średni. Osoby o ekspresyjnym typie są najbardziej zdolne do budowania harmonijnego związku, najbardziej pozytywni seksualnie, ich skrypty seksualne są elastyczne i różnorodne. Edukacja seksualna jest potężnym czynnikiem kształtującym własną seksualność i sposób jej realizacji, co znajduje odzwierciedlenie w skryptach seksualnych wybranych przez daną osobę.

Słowa kluczowe: edukacja seksualna, wychowanie seksualne, rodzaje edukacji seksualnej, typy osobowości.

ГУПАЛОВСЬКА ВІКТОРІЯ, АВРАМЕНКО ОЛЬГА. **Сексуальні сценарії осіб із різним типом статевого виховання.** Завдяки обраним методикам вдалося дослідити особливості трьох типів

статевого виховання у сім'ї: репресивного, уникаючого та експресивного. Особи з репресивним типом статевих виховання найменш сексуально благополучні, їхні сексуальні сценарії орієнтовані на дотримання існуючих правил (релігійних, етичних) і виключають можливість отримання задоволення. Опитані з уникаючим типом виховання намагаються пізнавати все на власному досвіді, заповнюють таким чином відсутність інформації, переоцінюють кількість сексуальних зв'язків та їхню наявність, у них переважає гедоністичний та ігровий підхід до сексу без обтяження себе побудовою здорових стосунків, рівень сексуального благополуччя – середній. Особи з експресивним типом найбільше здатні до побудови гармонійних стосунків, найбільш сексуально благополучні, їхні сексуальні сценарії гнучкі та різноманітні. Статеве виховання є потужним чинником формування ставлення до власної сексуальності особи та способу її реалізації, що знаходить своє відображення у сексуальних сценаріях, які обирає людина.

Ключові слова: статеве освічення, статеве виховання, типи сексуального виховання, типи особистості.

ГУПАЛОВСКАЯ ВИКТОРИЯ, АВРАМЕНКО ОЛЬГА. Сексуальные сценарии лиц с разными видами полового воспитания.

Благодаря выбранным методикам удалось исследовать особенности трех типов полового воспитания в семье: репрессивного, избегающего и экспрессивного. Лица с репрессивным типом полового воспитания наименее сексуально благополучные, их сексуальные сценарии ориентированы на соблюдение существующих правил (религиозных, этических) и исключают возможность получения удовольствия. Опрошенным с избегающим типом воспитания пытаются познавать все на собственном опыте, заполняют таким образом отсутствие информации, переоценивают количество сексуальных связей и их наличие, в них преобладает гедонистический и игровой подход к сексу без обременения себя построением здоровых отношений, уровень сексуального благополучия – средний. Лица с экспрессивным типом всего способны к построению гармоничных отношений, наиболее сексуально благополучные, их сексуальные сценарии гибкие и разнообразные. Половое воспитание является мощным фактором формирования отношения к собственной сексуальности лица и способа ее реализации, что находит свое отражение в сексуальных сценариях, которые выбирает человек.

Ключевые слова: половая образованность, половое воспитание, виды полового воспитания, типы личности.

HUPALOVSKA VIKTORIIA, AVRAMENKO OLGA. **Sexual scripts of persons with different types of sex education.** *Thanks to the chosen methods we were able to investigate the features of three types of sexual education in the family: repressive, avoidant and expressive. Persons with a repressive type of sex education are the least sexually well-off, and their sexual scenarios are geared to compliance with existing rules (religious, ethical) and exclude pleasure. Respondents with the avoidant type of upbringing try to know everything in their own experience, thus filling in the lack of information, overestimating the number of sexual relations and their presence, they are dominated by a hedonistic and playful approach to sex without burdening themselves to build a healthy relationship, as well as the level of sex. Individuals with the expressive type are most capable of building a harmonious relationship, the most sexual well-being, and their sexual scenarios are flexible and diverse. Sex education is a powerful factor in shaping one's own sexuality and the way it is realized, which is reflected in the sexual scenarios chosen by the person.*

Key words: sex education, sex education, types of sex education, personality types.