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## SEX EDUCATION AND TRANSLATIONS OF BOOKS FOR CHILDREN AND YOUNG ADULTS – IDEOLOGIES, CHARACTERISTICS, CONTROVERSIES\*

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### Abstract

This article discusses sex education books for children and young adults published in Poland between 1945 and 2018. After defining the ideological profile of 111 examined publications as either conservative, moderately conservative, neutral, moderately liberal or liberal, the authors compare the whole set of translated books (translations) with the whole set of books by Polish authors (non-translations), taking into account the date of publication and the age of the intended reader. The analysis shows that translations differ from texts written originally in Polish, because they promote other values. Polish books, especially those published before 1989, are usually neutral or moderately conservative, while translations mostly propagate moderately liberal or liberal ideologies. There is also a close correlation between those ideological categories and the age of the reader: books for the youngest audience are ideologically charged to only a small degree, and the ideological content increases with the age of the reader. This seems to be related to the larger number of translations in the older age groups. Translations, which usually

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reflect a liberal ideology, fill a gap in Polish culture by complementing or replacing the conservative sex education available in Polish schools, and by encouraging Polish authors to write sex education books expressing similar views.

**Keywords:** translating for children and young adults, books for children and young adults, sex education, ideology

## Introduction

Since the late 1980s, when the myth of the invisible translator and neutral translation was challenged (see e.g. Heydel 2009), scholars have devoted much attention to various aspects of the relationship between translation and ideology.<sup>1</sup> The concept of ideology has been defined by Ian Mason as “the set of beliefs and values which inform an individual’s or institution’s view of the world and assist their interpretation of events, facts and other aspects of experience” (2010: 86). Other translation studies scholars hold similar views, for example Marianne Lederer, who refers to ideology as a “constellation of ideas, values and beliefs that influence or can influence the behaviour of individuals and communities” (2016: 11). In this respect, ideology is inseparable from the process of translation, as conceived both narrowly (translation act) and more broadly (translation event, Toury 1995: 249). The same applies to the reception of the work, since each person involved in the selection of a work to be translated, and subsequently in the creation, dissemination and reception of the translation, has his or her own view of the world, through whose prism he or she will make decisions and interpret the work.

In this study, the focus is on translations of works which have a strong ideological focus, and which function in a culture where different value systems coexist, i.e., sex education books for children and young adults. The ideological load of these publications is due on the one hand to their subject matter, and on the other to the specific audience they are intended for. Sex education does not merely consist in providing information regarding the emotional, social or physical aspects of sexuality, but also in shaping

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<sup>1</sup> See, for example: Hermans 1985; Bassnett, Lefevere 1990; Lefevere 1992; Venuti 1995; Tymoczko, Gentzler 2002; Tymoczko 2003. The relationship between ideology and translation has also been addressed in separate entries in encyclopaedias of translation studies (e.g., Fawcett 2004; Baumgarten 2011; Strowe 2013).

expected behaviour patterns and promoting moral, cultural or religious norms (see e.g. Izdebski 2003: 977). It is directly linked to the beliefs of the adults involved in the education process, who want to educate the young generation according to their own values.

In Poland, such involvement is particularly visible in the attitudes towards sex education in schools. Sex education has been present in the curricula in different forms and with a variable intensity since 1969<sup>2</sup>, and since its inception has aroused controversy and provoked debates involving not only sexologists, doctors and educators, but also catechists, ethicists, journalists and politicians. For years, two positions, the secular and the Catholic, have been opposed to each other's views on this subject (see e.g. Wejbert-Wąsiewicz, Pęczkowska 2009; Kościańska 2017: 364). Before the socio-political transformation in 1989, sex education at school was dominated by the secular position, the result of both the state's official ideology and the development of the Polish school of sexology<sup>3</sup>, but from the 1990s onwards – despite opposition from many circles – there was a return to an education clearly inspired by Catholic ideology.

The permanent conflict between supporters and opponents of both options is clearly visible in the content of Polish sex education textbooks (Kościańska 2017: 6–10, 49–59). For example, *Przysposobienie do życia w rodzinie* [Preparation for Family Life] (1987) by Wiesław Sokoluk, Dagmara Andziak and Maria Trawińska, was withdrawn from schools after only a few months under pressure from Catholic groups. Critics objected to certain passages concerning sexual intercourse, two drawings illustrating sexual positions, and information on contraception. Textbooks by renowned sexologists published in the first decade after the 1989 transition, such as *Nowoczesne wychowanie seksualne* [Modern Sex Education] (1996) by Zbigniew Lew-Starowicz and Kazimierz Szczurba, *Kocha, lubi, szanuje* [Love, Like and Respect] (1999) by Andrzej Jaczewski and Zbigniew Izdebski, and *Ja i Ty* [Me

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<sup>2</sup> Initially, sex education was covered during biology classes, Polish classes or the so-called “godzina wychowawcza” (“educational hour,” a lesson devoted to various social issues). Since 1973, it has been taught as a subject in its own right: until 1981, it was called “preparation to socialist family life”, from 1996 to 1999, “knowledge of human sexual life,” and from 1999 onwards, “education to family life.” See, for example: Wejbert-Wąsiewicz, Pęczkowska 2009: 181–184.

<sup>3</sup> The interdisciplinary and humanistic character of the Polish school of sexology initiated by Kazimierz Imielinski in 1962 was emphasised by Kościańska (2017: 16–17). See also: *Seksuologia staropolska i współczesna* 1996: 247.

and You] (2000) by Alicja Długołęcka and Grażyna Tworkiewicz-Bieniaś were only permitted in schools for a short period. Since the late 1990s, they have been replaced by *Zanim wybierzesz* [Before you choose] (1993, written by three Catholic couples: Magdalena and Wiesław Grabowski, Anna and Marek Niemyski, and Mariola and Piotr Wołochowicz), and *Wędrując ku dorosłości* [On the Way to Adulthood] (1994, edited by Teresa Król), both rooted in Christian ideology and widely criticised by liberal circles, as well as many pedagogues and sexologists.

## Objective and subject matter of the research

In the context described above, it is not surprising that sex education books for children and young adults, which belong to the sector of ‘autonomous reading,’ i.e., leisure reading, have also become objects of controversy (Kondek 2010: 109, 114–119). In Poland, the dramatic increase in their number is mainly related to the massive inflow of translations that followed the liberalisation of the publishing market and the abolition of censorship in the 1990s. These translations were – and still are – often perceived as reflecting foreign cultures and ideologies, whose contents are contrary to native traditions and customs.

This article is an attempt at answering questions concerning the ideological specificity of the translations of sex education books for children and young adults in Poland. As such, we will examine whether all the translations available in the Polish marketplace differ from all other Polish publications on the same subject in terms of the values promoted, and if so, analyse what these differences are. We will also examine whether there are correlations between a book’s ideological profile, the date of its publication and the age of the audience.

The books by Polish authors or translations analysed in this study do not include school textbooks. As the history of sex education is short<sup>4</sup>, the

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<sup>4</sup> The first sex education lesson in Poland was conducted in 1904 by Waclaw Jezierski (Kościańska 2017: 11–12). A few sex education books for children and young adults were published in Poland at the beginning of the 20<sup>th</sup> century. They were all translations: a guide by the British suffragette Ellis Ethelmer was published in 1903 under the title of *Zkąd się wziął twój braciszek* [Where Your Little Brother Comes From] (Warsaw: G. Centerszwer), and the following year, *Odczyt do męskiej młodzieży: odczyt Aleksandra Herzena wypowiedziany w Lauzannie i Genewie* [A Call to Young Men: A Lecture by Alexander Herzen in

chronological span of our analysis is limited to the period after the Second World War and covers the years 1945–2018. In order to list all the books on the subject published in Poland during that period, we consulted the most important library catalogues<sup>5</sup> and bibliographies (e.g. Łasiewicka *et al.* 1963; Boczar 2010), the collections of selected libraries, the websites of several bookstores and publishing houses, and on-line sales portals.

In order to select the specific books for analysis, we applied two main criteria. Firstly, we selected books whose catalogue descriptions contained at least one of the following search terms: *sex*, *sexual life* or *reproduction*. Secondly, considering the perspective of the reader, whose choice is guided by the paratexts which present the book, we also included books whose cover or title page contained at least one of the following phrases (or their derivatives): *sex* and *where babies come from*.<sup>6</sup> We only considered first editions, including first editions of later translations, and thoroughly revised editions, because it is our belief that it is these editions in particular which can indicate changes in both publishing trends and readers' expectations.

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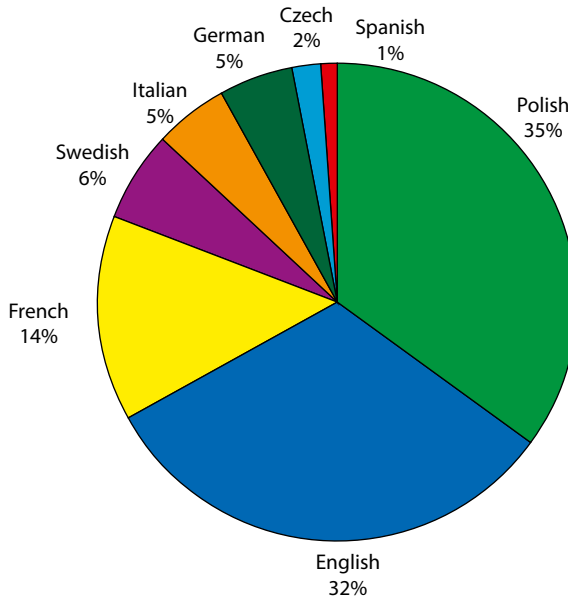
Lausanne and Geneva] (Warsaw: M. Arct). Several other translations, mainly from English, were published in the inter-war period, e.g. in 1925, Mary Wood-Allen's *O czym każda dziewczynka wiedzieć powinna* [What Every Girl Should Know] and Sylwan Stall's *O czym każdy chłopiec wiedzieć powinien* [What Every Boy Should Know] (Łódź: Kompas), but there were also translations from German, e.g. Hardy Schilgen's book *Ty i ona: młodemu ku rozwadze* [You and Her: Food for Thought for a Young Man] (Kraków: Wydawnictwo Księży Jezuitów), published in 1928.

<sup>5</sup> We consulted the Catalogue of the National Library, which collects copies of the entire Polish publishing production under the legal deposit law, and, as a complement (because the law is not always respected, which results in gaps in the catalogue of the National Library), the catalogues of libraries that normally buy their resources, including in particular the Lower Silesian Public Library and the Municipal Public Library in Wrocław.

<sup>6</sup> The core of our bibliographic list is made up of non-fiction books, but the application of the above criteria allowed us to include in the study some publications situated on the borderline between non-fiction and fiction, or even strictly fiction, for example *Horror! czyli skąd się biorą dzieci* [Horrific! Or Where Children Come From] by Grzegorz Kasdepke (no. 25) or *Skąd się biorą dzieci* [Where Children Come From] by Marcin Brykczyński (no. 15). The full bibliographic references of the works cited in the article can be found in Appendix 1.

## Translations and Polish books – an overview

During the period under study, 111 sex education books were published in Poland (see Appendix 1). Polish originals account for just over a third of the publications analysed (39 books, 35%), while translations account for almost two thirds (72 books, 65%). This means that Polish children derive their “bookish knowledge” of sexuality mainly from translations. Among the languages from which sex education books have been translated, English clearly dominates (32%), followed by French (14%), Swedish (6%), Italian and German (5% each) and, marginally, Czech (2%) and Spanish (1%).



Graph 1. Sex education books published in Poland between 1945 and 2018: The percentage of Polish books and translations from different languages.

Source: authors' own research.

The first two sex education books for children and young adults that appeared in the post-war period were published in 1957 and titled *Co chce*

*wiedzieć każdy chłopiec?* [What Every Boy Wants to Know]<sup>7</sup> by Janusz Łopuski (Appendix 1, no. 071) and *O czym chcą wiedzieć dziewczęta?* [What Girls Want to Know] by Elżbieta Jackiewiczowa (no. 053). In total, only 20 such books were published during the entire communist period, written mainly by sexologists Andrzej Jaczewski, Mikołaj Kozakiewicz, Jerzy Żmijewski and Wanda Kobyłecka. More than half of them (11) were issued by a single publisher, Państwowy Zakład Wydawnictw Lekarskich [State Medical Publishing House]. These publications were very popular, usually published in huge print runs (up to 100,000 copies), and some of them were also reprinted many times.<sup>8</sup>

Only three translations were published during this period: two from Czech, both by Jiřina Strmeňová: *Czy przyniósł mnie bocian?* [Was I Brought by a Stork?] (1973, no. 097) and *Na progu dojrzałości* [At the Threshold of Maturity] (1987, no. 098), and one from French *Wyjaśniamy dzieciom tajemnice życia* [The Mysteries of Life Explained to Children] by André Arthus (1973, no. 002). These publications were a novelty within the genre of Polish sex education volumes, hitherto aimed at older children, because two of them were addressed to younger children.

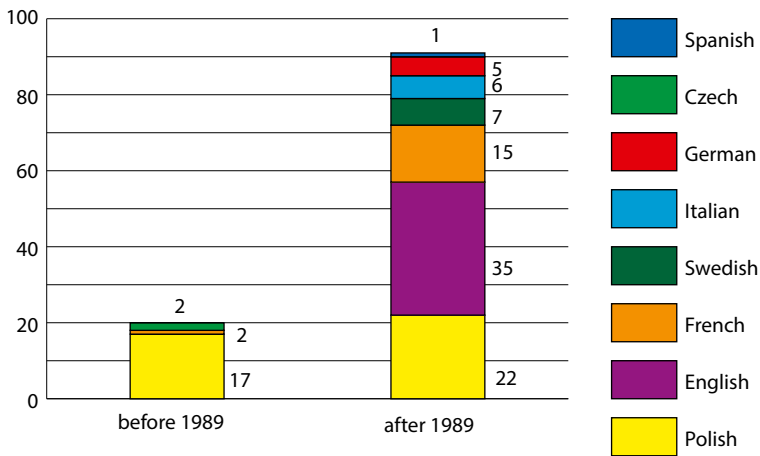
The liberalisation of the book market in 1990 brought dramatic changes in the field of sex education books. First of all, their number increased almost fivefold (from 20 to 91), mainly due to a massive inflow of translations (69 books, i.e., 76% of the total). Since 1990, in contrast to the communist period, sex education books have been published in smaller print runs, but the range of titles has expanded considerably. Publishers are no longer restricted to the medical field, but now aim more towards literature for children and young adults, and instead of offering reprints, they have introduced an increasing number of new titles into their catalogues. Polish translations after 1990 are dominated by translations from English and other Western European languages.

Graph 2 illustrates the difference in the nature of publishing production before and after 1989, a decisive year in Poland's political and economic history.

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<sup>7</sup> The literal translation of the Polish titles is indicated in square brackets.

<sup>8</sup> For example, *O dziewczętach dla dziewcząt* [On Girls, for Girls] (no. 063) was reprinted nine times, including five times before 1990 (in 1970, 1973, 1976, 1981, 1987, 1991, 2003, 2006, 2008). See Kościańska 2017: 16.



Graph 2. Sex education books published in Poland between 1945 and 2018: the number of Polish publications and translations from different languages – the situation before and after 1989.

Source: authors' own research.

## Ideologies in sex education books

Before examining the ideological specificity of translated sex education books for children and young adults, we first defined the “ideological profile” of each of the publications analysed, in order to be able to compare the whole group of translations with books written by Polish authors. From the point of view of the values promoted, the differences are related mainly to an understanding of the role of sex and sexuality in human life. Differences are particularly visible in the approach to issues such as sexual initiation, masturbation, contraception, abortion and non-heteronormativity, as well as in the choice of vocabulary related to sexuality, be it medical, colloquial, humorous or vulgar. Taking these criteria into account, we classified the books into the following categories: (a) conservative, (b) moderately conservative, (c) neutral, (d) moderately liberal and (e) liberal.<sup>9</sup>

<sup>9</sup> The adjective “liberal” appears in the context of sex education in both public discourse and professional literature. See Cackowska 2011; Wejbert-Wąsiewicz, Pęczkowska 2009. Instead, Kościańska (2017), cited above, uses the adjectives “postępowy” and “progresywny”, both in the sense of “progressive”.



(a) In conservative books, the approach to sexual life is clearly determined by religious norms, mainly Catholic. Sexual intercourse – according to their authors – is primarily for procreation and nurturing love in the couple, and it is therefore important to preserve *virginity before marriage and fidelity after marriage* (no. 107, p. 57). Masturbation and contraception, especially artificial contraception, are presented as harmful to one's health, abortion is not acceptable in any situation, and *to give into homosexual tendencies is to defy God* (no. 070, p. 73): it is described as a *wound of the heart* which in some cases *can be healed* (no. 061, p. 180).

(b) Moderately conservative books place a strong emphasis on emotional issues and, therefore, present sex as a source of pleasure, but only in association with love. They clearly promote pro-family attitudes and a positive approach towards values such as emotional maturity, marriage and family. Their authors avoid issues considered taboo (masturbation, different sexual orientations, contraception, abortion), or mention them in such a way as to note their tacit disapproval (*Without exaggerating the effects of onanism, and not counting potential sterility as a result, it is still clear that girls who abstain from it show wisdom*; no. 067, p. 123).

(c) The authors of neutral books focus on an unbiased presentation of medical issues related to puberty, anatomical differences, conception and the course of pregnancy. They marginalise ideological issues, with little or no mention of the topics of sexual intercourse, contraception and masturbation. Different sexual orientations are presented as a phenomenon that exists, but the subject is presented as abstract and distant, and surely irrelevant to young readers. This strategy of deliberate silence on certain issues is usually applied because of the age of the readers or moral standards.

(d) In moderately liberal books, sexual and emotional issues are presented on an equal footing. The authors emphasise the pleasure of sex, stressing that it is all greater when accompanied by feelings. They emphasise values such as love and family, but do not attach much importance to virginity, although they generally recommend not rushing into sex. They explain different methods of contraception, both artificial and natural. Masturbation is seen as a positive practice for the development of sexuality. Different sexual orientations are accepted, because *the love of two people who love differently must simply be respected* (no. 034, p. 60).

(e) Liberal authors focus on the physiological aspects of sexuality and the techniques of intercourse, without entering into considerations surrounding emotional life. Sex is presented as a mere source of pleasure. Masturbation is

considered as *the greatest of all loves* (no. 047, p. 47), and the reader should therefore *learn more about it* (no. 020, cover). Artificial contraception is considered to be the only contraception method that guarantees adequate protection against unwanted pregnancy. The authors devote considerable attention to different sexual orientations. The subject of virginity is not really addressed, except to deny its value, as in the following opinion:

Sometimes people talk about losing virginity. However, I wouldn't put it that way, because I don't think that anything is lost during sex. On the contrary, one gains experience and has the opportunity to meet another human being (no. 020, p. 139).

### Ideological specificity of translations in relation to the time of their publication

When comparing the entire collection of Polish books with the translations, all the separate ideological categories are clearly represented in both groups, but in significantly different proportions. While almost half (49%) of the Polish books are neutral, the vast majority of the translations (83%) openly present a variety of values and ideologies, for the most part liberal (55%), and less frequently conservative (28%) (see Graph 3).<sup>10</sup>

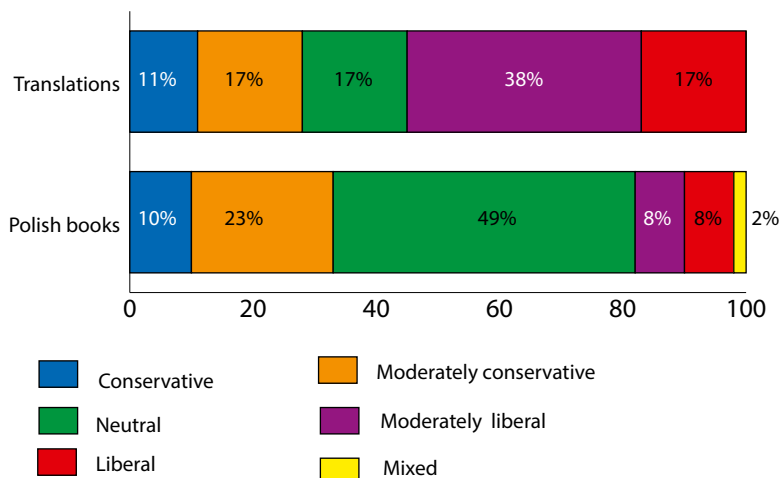
The majority of Polish books available on the market before 1989 focus almost exclusively on medical aspects of maturation and sexuality (the differences between women and men, procreation, pregnancy, etc.), and rarely provide information about sex life and contraception. Polish sexologists “do not joke, do not scare, they use language which may be considered too scientific and, moreover, secular” (Kościańska 2017: 31).<sup>11</sup> Their answers to readers' questions are generally reserved, even evasive. However, the few translations published during this period are also neutral or moderately conservative.

The ideological gap between translations and Polish books becomes visible only after 1989 (see Graph 4). In both groups, books with a clear ideological viewpoint stand alongside neutral titles. They present sexuality in a straightforward way and their aim is not only to provide concrete

<sup>10</sup> One of the books (no. 028) presents aspects of sexuality from two perspectives, conservative and liberal. It has been labelled as “mixed” in Graphs 3–5.

<sup>11</sup> This quote referring to an actual textbook can be applied to most sex education books of this period.

information, but also – and sometimes above all – to influence attitudes towards sexuality and sex life.



Graph 3. Sex education books published in Poland between 1945 and 2018: The ideological categories of Polish books and translations (in percentages).

Source: authors' own research.

Even though, with the exception of neutral books, Polish authors offered only moderately or strongly conservative publications until the end of the first decade of the 21<sup>st</sup> century, translations have been able to present a full range of distinct ideological categories since the beginning of the 1990s. From this moment onwards, translated works of a liberal character have been particularly popular, while readers had to wait another twenty years for similar books written by Polish authors.

Among the many moderately liberal translations, publications from the 1970s published in Poland in the 1990s should be mentioned, for they belong to classics of the genre. These include the *Encyklopedia wychowania seksualnego* [Encyclopaedia of Sex Education], translated from French (no. 099, 100, 101), or the Swedish comic strip *Per, Ida & Minimum*, which has been translated twice into Polish as *Nie wierzymy w bociany* [We Don't Believe in Storks] (no. 035) and *Piotruś, Kasia i maleństwo* [Peter, Kate and the Baby] (no. 036). Publications of this type do not promote extreme views, but due to their open-mindedness in informing the young reader about various

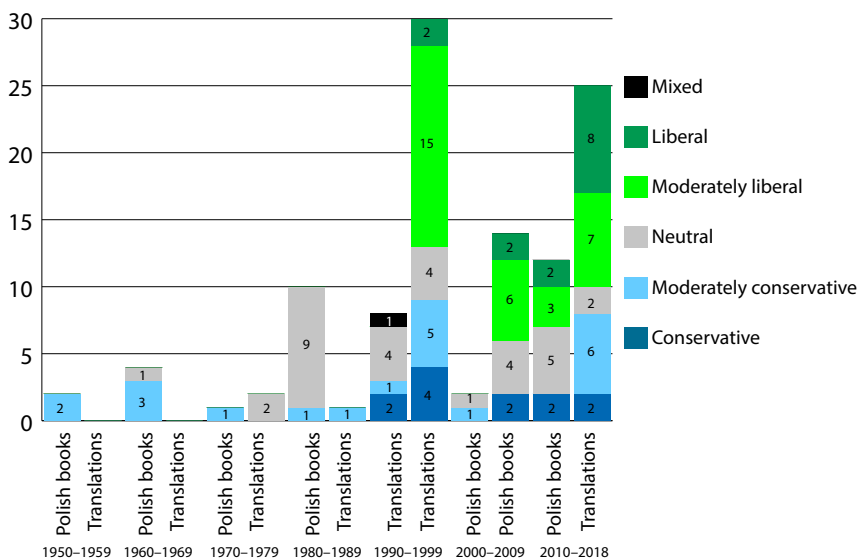
aspects of sexuality and their practical approach, they are fundamentally different from the neutral or moderately conservative Polish publications.

The truly liberal translations differ even more from Polish publications. They appeared quite early in Poland, in the 1990s, but most of them were published only at the turn of the first and second decades of the 21<sup>st</sup> century. They include *Przewodnik dla seksolatków* [A guide for sex-teenagers] (no. 014), translated from French, *Wielka księga siusiaków* [The Great Book of Willies] (no. 48), *Wielka księga cipek* [The Big Pussy Book] (no. 049), *Seks i miłość* [Sex and Love] (no. 020) and *Miłość i seks* [Love and Sex] (no. 058), translated from Swedish, and *Seks. Nieocenzurowany przewodnik po twoim ciele, seksualności i bezpieczeństwie* [Sex. An Uncensored Guide to your Body, Sex and Safety] (no. 047), translated from English. These books are characterised by their uninhibited approach to sex and the promotion of free, overtly hedonistic attitudes, as shown by the titles chosen by the Polish publishers. Their liberal message is often supported by funny and sometimes obscene illustrations, colloquial and sometimes vulgar vocabulary (e.g. *brandzlowanie* [wanking], no. 048; *robić loda* [to give a blowjob], no. 020), and sometimes contains provocative allusions to religion. The books in this category have a strong focus on sexual minorities. One of them, *Tęczowa książeczka* [The Rainbow Book] (no. 026), is specifically targeted at “LGBTQIA youth”.

The systematic publication of liberal translations for the Polish market seems to have prepared the ground for the first Polish books of a similar nature, which have, however, only appeared in the marketplace during the second decade of the 21<sup>st</sup> century. The more ideologically-saturated publications are aimed at teenagers (*100% mnie, czyli książka o miłości, seksie i zagłuszaczach* [100% Me. A Book about Love, Sex and “Jammers”], no. 064; *#sexed: rozmowy Anji Rubik o dojrzwaniu, miłości i seksie* [#sexed: Anja Rubik’s Talks about Maturity, Love and Sex], no. 089), while the moderately liberal books are aimed at younger readers (*Zwykła książka o tym, skąd się biorą dzieci...* [A Simple Book about Where Children Come From...], no. 030; *Skąd się (nie) biorą dzieci?* [Where Children Do (not) Come From], no. 065). These publications, which are partly based on the tradition of the Polish school of sexology, generally maintain a more serious tone than the translations.

Fewer translations propagate a conservative ideology. One example is the series “Wychowanie Seksualne w Rodzinie Chrześcijańskiej” [“Sex education in the Christian family”], translated from English and published by Pax in the 1990s (no. 010, 042, 043, 050). In two translated books authored by

Catholic priests – *Odpowiedzi na pytania o miłość i uczucia* [Answers to Questions about Love and Feelings] (no. 031), translated from Italian, and *Życie na maksa* [Life at Full Throttle] (no. 017), translated from French – the ideological load is much stronger. Both books, in accordance with the doctrine of the Catholic Church, defend the value of virginity before marriage (*Chastity is an anachronism? No, it is avant-garde!*; no. 017, p. 51), oppose contraception (because it *deliberately strips the conjugal act of its natural openness to life*; no. 031, p. 161), and deny the right to a sex life for homosexuals, *who are called to chastity* (no. 031, p. 188).



Graph 4. Sex education books published in Poland between 1945 and 2018: The ideological categories of Polish books and translations by decade (in total numbers).

Source: authors' own research.

There is also a clear link between the language of the original, the publisher of the translation and the type of ideology promoted. Translations from English and French generally cover all ideological categories, though mostly the moderately liberal; translations from Swedish are exclusively or moderately liberal; and translations from Italian are generally conservative or moderately conservative.

Translations of books corresponding to the ideological centre (neutral and moderately liberal) tend to be published by large publishing houses, usually specialising in children's and young adult literature (Nasza Księgarnia, Wydawnictwo Olesiejuk, W.A.B. and others). Liberal publications are proposed by the Czarna Owca ['Black Sheep'] publishing house, and moderately conservative or conservative publications by the Catholic publishing houses Vocatio, Pax, Jedność ['Union'] and WAM (Wydawnictwo Apostolstwa Modlitwy ['Apostolate of Prayer Publishing House']).

### **Ideological specificity of translations in relation to the age of the readers**

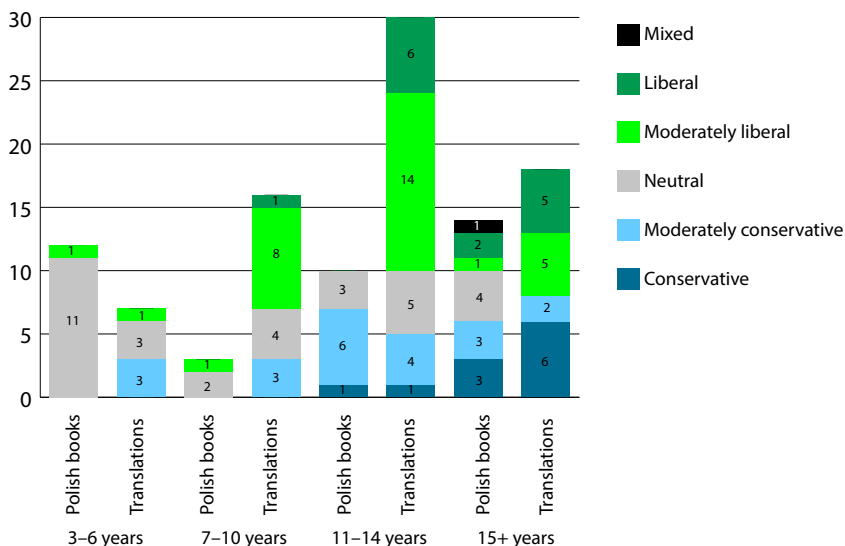
The analysis of the corpus also shows that there is a close correlation between the ideological categories represented and the age of the recipient.<sup>12</sup> Books for younger readers show the lowest ideological load, which increases with the age of the reader. This phenomenon is also associated with the increasing number of translations in the successive age groups (see Graph 5)<sup>13</sup>.

The group of publications aimed at younger children is the only one dominated by Polish books and is also characterised by the largest number of ideologically neutral books (11) and the absence of extremely liberal or conservative books. This is mainly due to the limited group of issues presented, corresponding to the natural interest of young children, i.e., limited to basic knowledge about human sexuality (the differences between women and men, biological aspects of fertilisation, pregnancy and childbirth). These themes are reflected in the titles, where the question "Where do babies come from?" most often appears.

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<sup>12</sup> To establish the age of the reader, we relied mainly on the information available in the paratexts of the works analysed or in the publishers' catalogues. In doubtful cases, we established the age of the reader based on content and graphic design analysis. We distinguished four levels of readers according to the successive stages of children's psychosocial development and the Polish educational system: (I) early childhood (3–6 years, the pre-school period, non-independent reading), (II) childhood (7–10 years, early school period, beginning of independent reading), (III) pre-adolescence (11–14 years, the last four years of primary school or, before the reform of the educational system in 2018, the middle school period, independent reading), and (IV) teenagers and young adults (15+, secondary school).

<sup>13</sup> No. 061, aimed simultaneously at all four age groups, was not taken into account in this analysis.



Graph 5. Sex education books published in Poland between 1945 and 2018: The ideological categories of Polish books and translations by age of reader (in absolute numbers).

Source: authors' own research.

However, differences between Polish and foreign books are already noticeable in this age group. While the vast majority of Polish publications remain neutral (11 out of 12), more than half of the translated books (4 out of 7) show a stronger ideological content, especially conservative.

As readers grow older and the proportion of translations in each age group increases, the disproportion between the number of ideologically neutral and ideologically charged books becomes more marked. In the group of publications for readers aged 7-10, the percentage of neutral books is 32%, while in the group for teenagers aged 11-14, it is only 20%. In the latter group, there are also publications with strong ideological, mainly liberal, connotations, e.g. *Wielka księga siusiaków* [The Great Book of Willies] (no. 048), *Wielka księga cipek* [The Big Pussy Book] (no. 049) and *Mała książka o miłości* [A Little Book about Love] (no. 094), translated from Swedish, and *Odpowiedz mi!* [Answer me!] (no. 039), translated from German. These translations have no equivalent in Polish books, use completely different

forms of expression, and moreover, deal with topics which, in Polish books for this age group, are considered taboo (e.g. G spot, penis size, the pleasures of masturbation, and positive attitudes towards homosexual relations).

The polarisation of opinions in sex education books reaches its peak in the group of publications aimed at older teenagers (around 15 years and older). There are only four neutral books in this category, all written by Polish authors. The remaining publications, including all translations, correspond to a given ideology, and more than half of them (52%) promote either an extreme liberal or conservative approach to sexuality. As the role of these books is to shape an informed attitude towards sexuality and to provide practical guidance and advice, questions about sexual behaviours, when to commence sexual activity, and sexual techniques are particularly relevant. The corresponding recommendations of the authors vary widely according to their views, ranging from a total ban of any sex life before marriage, to full acceptance of a variety of sexual practices. The announcement of this kind of content is clearly visible in the titles, where the word "sex" is supposed to work as a magnet to attract attention. This applies to the titles of both liberal books (e.g. *Miłość i seks* [Love and Sex], no. 058; *Seks i miłość* [Sex and Love], no. 020) and their conservative counterparts (e.g. *Seks i te rzeczy* [Sex and These Things], no. 070; *Integracja seksualna* [Sexual Integration], no. 004).

As the translations are ideologically much closer to the two extremes, they are often the subject of controversy, mainly in the press and on the internet (on portals and blogs, and in social media<sup>14</sup>), but also in professional literature, mainly in the fields of pedagogy and bibliology (see e.g. Cackowska 2010, 2011, 2016; Gajownik 2012; Bajorek 2013; Kucharska 2016). Liberal books are the most controversial, but some conservative positions also trigger considerable reactions within the public debate (for more on this, see Paprocka, Wandel, in preparation).

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<sup>14</sup> See, for example: P. Reiter, *Wielka księga siusiaków*, „Gazeta Wyborcza. Duży Format”, 4.10.2009, [http://wyborcza.pl/duzyformat/1,127290,7099159,\\_Wielka\\_ksiega\\_susiakow\\_.html](http://wyborcza.pl/duzyformat/1,127290,7099159,_Wielka_ksiega_susiakow_.html) (access: 20.06.2019); M. Moryń, *Kocham, nie czytam bzdur*, „Fronda”, nr 64, 2012, <http://www.fronda.pl/a/kocham-nie-czytam-bzdur,22074.html> (access: 20.06.2019); I. Galińska, *Dziecko, seks i standardy*, „Niedziela”, 18.03.2013, <https://www.deon.pl/inteligentne-zycie/wychowanie-dziecka/art,567,dziecko-seks-i-standardy.html> (access: 20.06.2019); J. Parafianowicz, *Kontrowersje wokół książki Życie na maksa. Poradnik uczuciowo-seksualny i równość płci*, „Rzeczpospolita”, 13.10.2018, <https://www.rp.pl/Dobra-osobiste/310139993-Kontrowersje-wokol-ksiazki-Zycie-na-maksa-Poradnik-uczuciowo-seksualny-i-rownosc-plici-komentuje-Joanna-Parafianowicz.html> (access: 20.06.2019).



## Conclusion

As Maria Tymoczko (2003: 27) points out, translations often serve as an ‘alibi’ for the introduction of differentiation: they bring new literary genres and forms, new poetics, new subject matter different from those existing in the target culture [see, e.g., Even-Zohar 1978 (2009); Lefevere 1985], but also new values, beliefs and convictions. Translations can thus fill a gap in the target culture and effectively influence its future development [see for example Even-Zohar 1978 (2009)].

The active role and influence of translations in the field of culture is also visible in our study of the ideological specificity of translated sex education books for children and young adults. These translations as a whole clearly differ from native publications because they promote external values. Polish books, especially those published before 1989, are all in a similar vein: they are generally neutral, which is reflected in their medical approach to sexuality, or moderately conservative, in line with traditional morality or the official position of the Catholic Church. Translations, on the other hand, tend to promote a variety of views: they are sometimes conservative, but more often liberal, and their ideological load increases with the age of the reader, reaching its peak in the older age group.

It seems that the arrival of a huge number of liberal books into the Polish marketplace after 1989 has had two consequences. Firstly, these publications have become a counterweight to the textbooks based on Catholic ethics used in official school education since the 1990s. Their importation can therefore be interpreted as being motivated by the perceived need of some Poles to offer their children books that correspond to their own views of the world. From this point of view, such translations filled a certain gap in Polish culture, supplementing or replacing the then prevalent sex education provided in schools. Secondly, the systematic publication of translated liberal books led to the birth of the first liberal books by Polish authors. Referring to the terminology proposed by Itamar Even-Zohar (1997), we can say that this “import” turned into a “transfer”, since it became an integral part of the target repertoire.

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## Appendix 1. List of sex education books for children and youth published in Poland between 1945 and 2018, classified by the original language, the age of the reader and the ideological profile (in alphabetical order of authors' names)

Explanation of abbreviations used in the table:

age of the reader:

I – early childhood (3–6 years old, preschool period, non-independent reading)

II – childhood (7–10 years old, primary education, beginning of independent reading)

III – pre-adolescence (11–14 years old, final grades of primary school / middle school, independent reading)

IV – adolescents and young adults (15+, secondary school)

ideological profile:

C – conservative

MC – moderately conservative

N – neutral

ML – moderately liberal

L – liberal

Grey background: publications cited in the text.

No.	Bibliographic reference	Original language	Age of the reader	Ideological profile
001	Amiot K.-M., Della-Malva É.. 2016. <i>Powiedz mi, skąd się biorą dzieci</i> , trans. A. Kocot, Poznań: Św. Wojciech Dom Medialny.	French	I	MC
002	Arthus A. 1973. <i>Wyjaśniamy dzieciom tajemnice życia</i> , z pomocą Y. Arthus, trans. M. Brzeska, Warszawa: PZWL.	French	I	N
003	Ashton J. 2011. <i>Ściągawka z dojrzewania. Co chciałabyś wiedzieć o swoim ciele, ale wstydzisz się zapytać</i> , trans. A. Łabanowska, Warszawa: Świat Książki.	English	IV	ML
004	Augustyn J. 1993. <i>Integracja seksualna. Przewodnik w poznawaniu i kształtowaniu własnej seksualności</i> , Kraków: WAM.		IV	C
005	Barillé A. 1998. <i>Rozmnażanie</i> , ed. K. Łukawski, G. Niedzicka, trans. A. Antczak, Warszawa: De Agostini.	French	II	N
006	Barillé A. 2007. <i>Nowe życie. Rozwój płodu</i> , trans. D. Wierzbowicz, Warszawa: Hippocampus.	French	II	N
007	Barillé A. 2007. <i>Początki życia. Płciowość</i> , trans. M. Modzelewska, Warszawa: Hippocampus.	French	II	N
008	Barsotti E. 2014. <i>Jak przyszedliśmy na świat?</i> , trans. K. Zawanowska, Ożarów Mazowiecki: Wydawnictwo Olesiejuk	English	I	N
009	Beaupré J. 1967. <i>Dziewczęce sprawy. Książka dla dziewcząt</i> , Warszawa: Towarzystwo Świadomego Macierzyństwa: PZWL		III	MC

010	Bimler R. 1993. <i>Seks i twoje nowe „ja”</i> . Dla dzieci od 11 do 14 lat i dla rodziców, ill. Martiz Communications Company, trans. M. Szafrńska-Brandt, Warszawa: Pax	English	III	MC
011	Böhm M. 2010. <i>Tylko dla dziewcząt. Bez tajemnic o stawianiu się kobietą</i> , ill. H.-J. Feldhaus, trans. A. Janiszewska, Brema: MAK	German	III	L
012	Brooks F. 2015. <i>O dojrzewaniu dla dziewczyn</i> , ill. K. Lovell, trans. K. Wężyk, Ożarów Mazowiecki: Olesiejuk	English	III	ML
013	Brooks F., Frith A. 2015. <i>O dojrzewaniu dla chłopaków</i> , ill. K. Sutton, trans. K. Wężyk, Ożarów Mazowiecki: Olesiejuk	English	III	ML
014	Bruller H., Bruller Z. 2008. <i>Przewodnik dla seksualaków</i> , trans. M. Nesteruk, Warszawa: Egmont Polska.	French	III	L
015	Brykczyński M. 2004. <i>Skąd się biorą dzieci?</i> , ill. P. Pawlak, Warszawa: Nasza Księgarnia		I	N
016	Burns J. 1992. <i>Poskramianie hormonów. Prosto z mostu o miłości i seksie dla współczesnej młodzieży</i> , trans. and ed. R. Jankowski, Lublin: Pojednanie – Nowa Nadzieja	English	IV	C
017	Casterman J.-B. 2007. <i>Życie na maksa. Poradnik uczuciowo-seksualny</i> , no translator's name, Kraków: Wydawnictwo M	French	IV	C
018	Celmer Z. 1996. <i>Jak być dorosłym. Poradnik dla nastolatków</i> , Warszawa: Medium		IV	MC
019	Celmer Z. 1996. <i>O co pytają nastolatki</i> , Warszawa: Hachette Livre Polska		IV	MC
020	Chavez Perez I. 2012. <i>Seks i miłość. Nowoczesny poradnik dla chłopaków</i> , trans. P. Urbanik, Warszawa: Czarna Owca	Swedish	IV	L
021	Cieślak A. 2017. <i>Świńska książeczka o tym, skąd się biorą prosiaczki</i> , Kraków: Bona		I	N
022	Cole B. 2004. <i>Mama zniosła jajko!</i> , trans. H. Baltyń, Warszawa: Nasza Księgarnia	English	I	ML
023	Costantino E. 2011. <i>Mamo, tato! Nie wierzę już w bociana. Od 7 do 11 lat</i> , ill. C. Raiconi, trans. Z. Pająk, Kielce: Jedność	Italian	II	MC
024	Costantino E. 2012. <i>Mamo, tato! Skąd się biorą dzieci? Od 3 do 6 lat</i> , ill. C. Raiconi, trans. Z. Pająk, Kielce: Jedność	Italian	I	MC
025	Costantino E. 2012. <i>Mamo, tato! Staję się kobietą, staję się mężczyzną. Od 12 do 16 lat</i> , ill. C. Raiconi, trans. Z. Pająk, Kielce: Jedność	Italian	III	MC
026	Dawson J. 2016. <i>Tęczowa książeczka. Poradnik dla nastolatków</i> , ill. S. Gerrell, trans. D. Dymińska, Warszawa: Wydawnictwo Krytyki Politycznej	English	IV	L

027	Daynes K. 2017. <i>Skąd się biorą dzieci?</i> , ill. C. Pym, trans. A. Bańkowska-Lach, Ożarów Mazowiecki: Wydawnictwo Olesiejuk	English	I	N
028	Dębek T. 1998. <i>Ściąga z seksu. Dla rodziców, katechetów, wychowawców i dla Ciebie</i> , ill. T. Bajer, Wrocław: W Kolorach Tęczy		IV	L/C <sup>a)</sup>
029	Diano P. 2010. <i>Skąd się biorą dzieci? Komiks</i> , trans. J. Partyka, Kraków: eSPe	Italian	III	C
030	Długołęcka A. 2012. <i>Zwykła książka o tym, skąd się biorą dzieci...</i> , drawings A. Pietrzak, Warszawa: Czarna Owieczka		II	ML
031	Doldi M. 2005. <i>Odpowiedzi na pytania o miłość i uczucia</i> , trans. E. Łukaszyk, Kraków: WAM	Italian	IV	C
032	Dumont V. 1999. <i>Pytania o miłość. 5–8 lat</i> , ill. Rosy [pseud.], trans. H. Zbonikowska, Warszawa: Bellona	French	I/II <sup>b)</sup>	ML
033	Dumont V., Montagnat S. 1999. <i>Pytania o miłość. 11–14 lat</i> , ill. R. Slocombe, S. Bloch, R. Barborini, trans. H. Zbonikowska, Warszawa: Bellona	French	III	ML
034	Dumont V., Montagnat S. 1999. <i>Pytania o miłość. 8–11 lat</i> , ill. D. and C. Millet, trans. H. Zbonikowska, Warszawa: Bellona	French	II	ML
035	Fagerström G., Hansson G. 1991. <i>Nie wierzymy w bociany. Opowieść o życiu rodzinnym</i> , trans. M. Kallin, Białystok: Reklamowo-Wydawnicza Agencja Dziennikarzy AG	Swedish	II	ML
036	Fagerström G., Hansson G. 1993. <i>Piotruś, Kasia i maleństwo. Rodzina Kujawskich oczekuje dzidziusia</i> , trans. P. Olszewski, J. Olszewski, Gdynia: Uraeus	Swedish <sup>c)</sup>	II	ML
037	Frankel A. 2015. <i>Książka pełna miłości, czyli jak Michalek przyszedł na świat</i> , Warszawa: Nisza	Polish/ Hebrew? <sup>d)</sup>	I	N
038	Frith A. 2007. <i>Dojrzewanie. O czym chłopcy muszą wiedzieć?</i> , ill. A. Larkum, drawings N. Francis, design S. Meredith, trans. S. Kruś, Warszawa: Delta	English	III	ML
039	Gathen K. von der, Kuhl A. 2018. <i>Odpowiedz mi! Dzieci pytają o intymne sprawy</i> , trans. A. Magdziarz, Warszawa: Dwie Siostry	German	III	L
040	Giommi R., <i>Jestem chłopcem</i> , ill. C. Gobbo, trans. M. Pieńkos, Warszawa: Rea	Italian	II	ML
041	Goldman J. 1999. <i>Seks. Co, jak, dlaczego. Przewodnik dla nastolatków</i> , trans. M. Osowiecki, Warszawa: Prószyński i S-ka	English	IV	ML
042	Graver J. 1994. <i>Jak się zmieniasz. Dla dzieci od 8 do 11 lat i dla rodziców</i> , ill. Martiz Communications Company, trans. B. Nowakowska, Warszawa: Pax	English	II	MC

043	Greene C. 1993. <i>Dlaczego chłopcy i dziewczynki różnią się od siebie. Dla dzieci od 3 do 5 lat i dla rodziców</i> , ill. Martiz Communications Company, trans. I. Szydłowska-Bielniak, Warszawa: Pax	English	I	MC
044	Greenwood E., Cox A. 2014. <i>100% mnie. Dorastanie. Jak, dlaczego i kiedy?</i> , trans. M. Madaliński, Warszawa: Burda Publishing Polska	English	III	ML
045	Grodzki A., Wiłkomirska A. 1992. <i>Tabu. Nie tylko o seksie, czyli rozmowy z nastolatkami na tematy</i> , Warszawa: Inwest druk		IV	N
046	Harris R.H. 1995. <i>To zupełnie normalne, czyli Seks bez tajemnic</i> , ill. M. Emberley, trans. M. Hesko-Kołodzińska, Warszawa: Panda	English	III	ML
047	Hasler N. 2011. <i>Seks. Nieocenzurowany przewodnik po twoim ciele, seksualności i bezpieczeństwie</i> , trans. E. Ressel, Poznań: Publicat	English	IV	L
048	Höjer D., Kvarnström G. 2009. <i>Wielka księga siusiaków</i> , trans. H. Thylwe, Warszawa: Czarna Owca.	Swedish	III	L
049	Höjer D., Kvarnström G.. 2010. <i>Wielka księga cipek</i> , trans. E. Jaszczuk, Warszawa: Czarna Owca.	Swedish	III	L
050	Hummel R. 1993. <i>Skąd się biorą dzieci? Dla dzieci od 6 do 8 lat i dla rodziców</i> , ill. Martiz Communications Company, trans. I. Szydłowska-Bielniak, Warszawa: Pax.	English	II	MC
051	Huszcz M. 1990. <i>Skąd się biorą dzieci?</i> , ill. W. Orlińska, Warszawa: Alfa.		I	N
052	Huszcz M. 1993. <i>Jak powstaje życie?</i> , ill. A. Nowak, Warszawa: Ostoja.		II	N
053	Jackiewiczowa E. 1957. <i>O czym chcą wiedzieć dziewczęta?</i> , Warszawa: PZWL.		III	MC
054	Jaczewski A. 1986. <i>Książka dla chłopców</i> , Warszawa: PZWL.		III	N <sup>e)</sup>
055	Jaczewski A. 1986. <i>O chłopcach dla chłopców</i> , ill. P. Sroczyńska, Warszawa: PZWL.		III	N <sup>e)</sup>
056	Jaczewski A., Żmijewski J.. 1964. <i>Między nami mężczyznami. O sprawach związanych z dorastaniem</i> , graphic design B. Butenko, Warszawa: PZWL.		IV	MC
057	Jaczewski A., Izdebski Z. 1992. <i>Ja i ty. Pierwszy raz – tajemnice inicjacji seksualnej</i> , Warszawa: PCK, Oficyna Wydawnicza.		IV	N
058	Janouch K. 2012. <i>Miłość i seks. Bezpruderyjny poradnik dla dziewczyn</i> , trans. D. Górecka, Warszawa: Czarna Owca.	Swedish	IV	L
059	Jessen Ch. 2014. <i>Przewodnik po dorastaniu</i> , ill. D. Semple, trans. M. Hesko-Kołodzińska, Warszawa: Burda Publishing Polska.	English	III	ML

060	Johnson G., Shellenberger S. 1997. <i>Abecadło miłości. Tylko dla nastolatków</i> , trans. Z. Kościuk, Warszawa: Vocatio.	English	IV	C
061	Joyeux H. 2011. <i>Szkola życia i miłości. Dzieci i młodzież pytają, rodzice odpowiadają. Cztery rozmowy o ekologii seksualnej</i> , trans. D. Śliwa, Lublin: Wydawnictwo Archidiecezji Lubelskiej Gaudium.	French	I-IV <sup>9)</sup>	C
062	Kasdepke G. 2010. <i>Horror! czyli skąd się biorą dzieci</i> , ill. M. Piwowarski, Warszawa: Nasza Księgarnia.		I	N
063	Kobyłecka W., A. Jaczewski. 1967. <i>O dziewczętach dla dziewcząt</i> , Warszawa: PZWL.		III	MC
064	Kotoro B.-B., Sokoluk W., Fornalik I. 2013. <i>100% mnie, czyli książka o miłości, seksie i zagłuszaczach. Niezbędnik młodego człowieka</i> , ill. Ł. Jagielski, Warszawa: Czarna Owca.		IV	L
065	Kotoro B.-B., Sokoluk W. 2014. <i>Skąd się (nie) biorą dzieci? czyli dwa w jednym. Opowieści dla Przedszkolaka i Małego Żaka oraz instruktorz w pigułce dla Dorosłych</i> , ill. Ł. Jagielski, Chorzów: Advert.		I	ML
066	Kozakiewicz M. 1966. <i>Zanim przekroczysz próg</i> , Warszawa: PZWL.		IV	MC
067	Kozakiewicz M. 1970. <i>Zanim staniecie się kobietami</i> , Warszawa: PZWL.		III	MC
068	Kozakiewicz M. 1984. <i>Gdy miłość dojrzeje</i> , Warszawa: Alfa.		IV	MC
069	Kuczyński M. 1986. <i>Skąd się biorą dzieci</i> , ill. M. Gawryś, Warszawa: Nasza Księgarnia.		I	N
070	Lawson M, Skipp D. 1991. <i>Seks i te rzeczy</i> , trans. I. Szydłowska-Beleniak, Warszawa: Pelikan.	English	IV	C
071	Łopuski J. 1957. <i>Co chce wiedzieć każdy chłopiec?</i> , Warszawa: PZWL.		III	MC
072	Madaras L. 1994. <i>Co się dzieje z moim ciałem. Książka dla dziewcząt</i> , trans. G. Bogucka-Różiewicz, T. Różiewicz, Warszawa: W.A.B.	English	III	N
073	Madaras L. <i>Co się dzieje z moim ciałem. Książka dla chłopców</i> , trans. M. Nagórska, Warszawa: W.A.B.	English	III	N
074	Madaras L., Madaras A. 2002. <i>Co się dzieje z moim ciałem. Książka dla chłopców i rodziców</i> , trans. H. Jankowska, Warszawa: W.A.B.	English	III	N
075	Madaras L., Madaras A. 2002. <i>Co się dzieje z moim ciałem. Książka dla dziewcząt i rodziców</i> , trans. H. Jankowska, Warszawa: W.A.B.	English	III	N



076	Madueño C. 2007. <i>ABC dojrzewania. Poradnik dla nastolatków</i> , trans. M. Grygierowska-Augustynowicz, Janki k. Warszawy: Agencja Wydawnicza Jerzy Mostowski.	Spanish	III	ML
077	Mayle P. 1992. <i>Skąd się wzięłem? Prawda o twoim życiu – bez bzdur, ale z ilustracjami</i> , ill. A. Robins, graphic design P. Walter, trans. R. Ziobro, Wrocław: Krajowa Agencja Wydawnicza.	English	II	ML
078	McDowell J., Jones B. 1994. <i>Jak postępować ze starymi, czyli krótki kurs brawurowego nastolatka</i> , trans. K. Wojciechowski, Warszawa: Vocatio.	English	IV	C
079	Meredith S. 1997. <i>Dojrzewanie. Poradnik dla dziewcząt i chłopców</i> , trans. J. Stępień, Warszawa: Warszawski Dom Wydawniczy.	English	III	ML
080	Meredith S. 2007. <i>Dojrzewanie. O czym dziewczynki muszą wiedzieć?</i> , drawings and ill. N. Leschnikoff, trans. S. Kruś, Warszawa: Delta.	English	III	ML
081	Meredith S. 2011. <i>Dojrzewanie. Poradnik dla nastolatek i nastolatków</i> , ill. S. Stitt et al., trans. P. Zarawska, Poznań: Publicat.	English	III	ML
082	Olejarczyk J. 2016. <i>O dziewczynkach i chłopcach dla chłopców i dziewczynek</i> , ill. M. Urbaniak, Rzeszów: Dreams Lidia Miś-Nowak.		I	N
083	Pajęczkowska E., Ponińska K. 1986. <i>Nie wiercie w bociany</i> , ill. E. Lutczyn, Katowice: Krajowa Agencja Wydawnicza.		I	N
084	Pighin G. 1995. <i>Skąd się bierze dziecko w brzuchu mamy? Książka uświadamiająca dla dzieci do czytania samodzielnego i z rodzicami</i> , ill. A. Dorobek, trans. E. Górczak, Poznań: GMP.	German	II	ML
085	Prunty M. 1999. <i>Chłopcy. Instrukcja obsługi i użytkownika</i> , ill. A. Everitt, trans. A. Matyjaszkiewicz, Warszawa: RTW.	English	III	N
086	Romero J. (real name P. Pękala). 1995. <i>Chłopak i dziewczyna, czyli radości i smutki nastolatków</i> , Wrocław: Astrum (next edition under the title: <i>Nastolatki – chłopak i dziewczyna</i> ).		IV	C
087	Rouyer D.A. 2011. <i>Mała encyklopedia miłości</i> , ill. M. Dupuy-Sauze, author of the Polish edition A. Minkowski, trans. A. Michałowska, Wrocław: Siedmioróg.	French	III	MC
088	Rouyer D.A. 2013. <i>Encyklopedia nastolatki</i> , author of the Polish edition A. Minkowski, Wrocław: Siedmioróg.	French	III	MC
089	Rubik A. 2018. <i>#sexed. Rozmowy Anji Rubik o dojrzewaniu, miłości i seksie</i> , phot. Z. Krajewska. Warszawa: W.A.B. – Foksal.		IV	L

090	Schwabenthan S., Weigert V. 1994. <i>Dziewczęta. Poradnik dla nastolatek</i> , trans. M.I. Lipińska, Wrocław: Meritum.	German	III	L
091	Sokoluk W. 1986. <i>Mamo i tato, opowiedzcie mi skąd się wziąłem?</i> , ill. Z. Bobrowski, Warszawa: Zarząd Główny Ligi Kobiet Polskich – RSW „Prasa, Książka, Ruch.”		I	N
092	Sokoluk W. 1986. <i>Staję się dorosły</i> , ill. and graphic design Z. Bobrowski, Warszawa: Krajowe Wydawnictwo Czasopism.		III	N
093	Sokoluk W. 1987. <i>Czy to już teraz?</i> , graphic design Z. Bobrowski, phot. P. Barącz, Warszawa: Zarząd Główny Ligi Kobiet Polskich – RSW „Prasa, Książka, Ruch.”		IV	N
094	Stalfelt P. 2010. <i>Mała książka o miłości</i> , trans. B. Gawryluk, Warszawa: Czarna Owca.	Swedish	II	L
095	Stompor E. 2010. <i>Dojrzwianie dziewcząt od A do Z</i> , drawings K. Tużylak, Toruń: Literat.		IV	N
096	Stoppard M. 1995. <i>Poradnik dla każdej dziewczyny. Wszystko o dorastaniu, zdrowiu, pielęgnacji ciała, problemach w domu i szkole</i> , trans. J. Jannasz, Warszawa: Muza.	English	IV	L
097	Strmeňová J. 1973. <i>Czy przyniósł mnie bocian?</i> , ill. J. Pavličková, trans. H. Kostyrko, Warszawa: Nasza Księgarnia.	Czech	II	N
098	Strmeňová J. 1987. <i>Na progu dojrzałości</i> , trans. M. Garbarczyk, Warszawa: Nasza Księgarnia.	Czech	IV	MC
099	Verdoux Ch., Cohen J., Kahn-Nathan J., Tordjman G. 1991. <i>Encyklopedia wychowania seksualnego. 10–13 lat</i> , ill. R. B. Koch, M. Laurent, trans. A. Matuszewska, Warszawa: BGW.	French	III	ML
100	Verdoux Ch., Cohen J., Kahn-Nathan J., Tordjman G. 1991. <i>Encyklopedia wychowania seksualnego. 7–9 lat</i> , ill. P. Daure, trans. A. Matuszewska, Warszawa: BGW.	French	II	ML
101	Verdoux Ch., Cohen J., Kahn-Nathan J., Tordjman G. 1991. <i>Encyklopedia wychowania seksualnego dla nastolatków</i> , ill. R. B. Koch, trans. A. Matuszewska, Warszawa: BGW.	French	IV	ML
102	Westheimer R., Krawetz N. 1997. <i>Pierwsza miłość</i> , trans. z ang. B. Kowalska, Warszawa: Al fine.	English	IV	ML
103	Westheimer R.K. 1998. <i>Skąd się biorą dzieci. O tym i o innych sprawach rozmawia z dziećmi doktor Ruth</i> , ill. D. De Groat, trans. H. Jankowska, Warszawa: Świat Książki.	English	III	ML
104	Weston C. 2002. <i>Tematy tylko dla dziewcząt</i> , trans. J. Figlewska, Warszawa: Diogenes.	English	IV	ML

105	Winston R.M.L. 2018. <i>Dorastanie, jakie to proste</i> , trans. A. Wincorek, Warszawa: Arkady.	English	III	ML
106	Wołochowicz M. 2010. <i>Porozmawiaj ze mną. Rozmowy z dziećmi o seksualności</i> , Kraków: Esprit.		III	C
107	Wołochowicz M., Wołochowicz P. 2011. <i>Skąd się biorą dzieci? O płodności dla młodzieży</i> , Częstochowa: Pomoc – Wydawnictwo Misjonarzy Krwi Chrystusa.		IV	C
108	Zawiślak A. 2010. <i>Dzidzius w brzuszku, czyli skąd się biorą dzieci? Książeczka uświadamiająca dla dzieci do czytania z rodzicami, dziadkami, opiekunami i wychowawcami</i> , ill. A. Filipowska, s.l.: Anna Zawiślak.		I	N
109	Zdann M. 1984. <i>My – jak powstaje życie</i> , graphic design M. Maryniak, P. Bogusławski, Warszawa: PZWL.		II	N
110	Zdann M. 1984. <i>My – skąd się biorą dzieci</i> , graphic design M. Maryniak, P. Bogusławski, Warszawa: PZWL.		I	N
111	Zimmermann F. 1998. <i>Nastolatki – trudne pytania</i> , Wrocław: Astrum.	German	IV	MC

<sup>a)</sup> This book presents selected aspects of sexual life from two perspectives: conservative and liberal. It has been labelled as 'mixed' in Figures 3–5. See also footnote 9.

<sup>b)</sup> For the purposes of calculation, this book has been classified as Level I.

<sup>c)</sup> Intermediate translation from German (publication date of the German translation: 1992).

<sup>d)</sup> In 2015, the author (an Israeli of Polish-Jewish origin) published two versions of the book in both Polish and Hebrew. The Polish version may be a self-translation of the Hebrew version.

<sup>e)</sup> Books by Jaczewski have been classified as neutral due to their medical approach to the issues presented. However, in these books, homosexuality is presented as a deviation from the norm (deviation, perversion).

<sup>f)</sup> The book has four parts, each addressed to a different age group.