

In the period of adolescence peers become important people for the young and the acceptance of peers is one of the basic factors affecting adolescents' mood, which is also called psychosocial well-being. Research shows, at the same time, that starting at 18-28 months of age, children prefer playing with same-sex friends and this tendency has its peak at the age of about 11. The answer to the question, why children feel more comfortable while interacting with same-sex peers, is not simple. We can point here, among other things, internalized gender stereotypes (boys don't play with girls), and also specific, for the members of the same-sex group, "compatibility" of games, interests, free time activities, ways of dealing with conflicts or handling difficult situations. In addition, in the period of early adolescence, tendency to abnormal behavior because of sex, that is behavior which is relatively rare for one sex and frequent for the other, as well as interacting itself with the opposite sex as playmates or friends, is viewed negatively by peers. Crossing these peer norms by children leads to the situation when they are rarely accepted, they are not liked more frequently, they are harassed, they also experience physical and verbal aggression, they are marginalized by peers more frequently. Only when the process of adolescence is developing, the interest in the opposite sex is increasing which is reflected in growing frequency of interacting with the opposite sex. Science has not yet answered the question in what way the process of integration with the opposite sex among adolescents influences their psychosocial well-being. The search of the answer to the question is the main goal of the project. The results of the research will also enable us to answer other questions which are not determined in the related literature right now, for instance: the question about the position of children interacting with the opposite sex in their peer group, reaction of the peer group to intensification of such interactions, changes of perceiving such a child by the opposite sex, importance of operative norms regulating relationship between sexes, and the question about the direction of changes on the threshold of primary school and at the end of the second phase of learning at primary school.

To get to know the dynamics of the processes we are interested in and relations between them, including relations of undergoing changes and their conditioning, the research on the same group of students is going to be conducted four times (so called longitudinal scheme), realized on a representative Polish sample of adolescents in years 4 to 8 of primary school.

The planned research is of a significant meaning to understand the process of psychosocial development of early and middle adolescence.