

For Local Authorities and Multi-Academy Trusts

Schools are under increasing pressure to deliver inclusive, preventative education that strengthens wellbeing and equality. As schools face increasing concerns about online polarisation and misogyny, it's more important than ever that boys are part of the conversation too.

Local authorities and Multi-Academy Trusts across England need solutions that are scalable, evidence-based and capable of building capacity within schools – without adding cost or complexity.

This is where Beyond Gender Stereotypes (BGS) comes in. It offers a proven, teacher-led way to meet these priorities in Key Stage 2. It strengthens RSHE, safeguarding and inclusion work by addressing gendered thinking at its earliest stage – before it becomes fixed expectations or visible behaviour.

If you want to change outcomes, you need to address where thinking begins. BGS is the programme that works at that layer.



We need to be proactive, there's lots of need to address gender and misogyny. And we want to be one step ahead. We want to be preventative rather than reactive, which is why we got involved with BGS.

– BGS Lead

BGS at a glance

- ▶ **Free, teacher-led curriculum**
Scalable across schools
- ▶ **Evidence-based and CPD-certified**
- ▶ **Strengthens inclusion, wellbeing and safeguarding**
- ▶ **Works earlier in the system**
Addressing root causes of gendered thinking
- ▶ **Complements existing programmes**
Often underpinning consent education, anti-violence initiatives, digital citizenship, and more
- ▶ **Delivers high impact at no financial cost**
Improving outcomes while reducing future safeguarding and behaviour risks

Programme overview

BGS supports pupils to understand and challenge limiting gender stereotypes that affect both girls and boys – helping schools build confidence, respect and inclusion from the ground up. Its early-stage focus makes it a natural complement to programmes that address later behavioural outcomes.

Alongside addressing barriers facing girls, the programme explores how restrictive ideas about masculinity can limit boys, encouraging them to be caring, connected and allies for equality. When norms on masculinity are left out of gender equality programmes, boys tend to disengage from or reject messages around gender equality and girls' empowerment. This is especially important as schools face increasing concerns about online polarisation and misogyny.

Developed with input from education specialists as part of The Children's Society's Lifting Limits programme, and part of the Global Boyhood Initiative, coordinated by Equipundo: Center for Masculinities and Social Justice, BGS is designed specifically for busy classrooms, supports whole-school inclusion priorities, and is aligned with current RSHE statutory guidance.

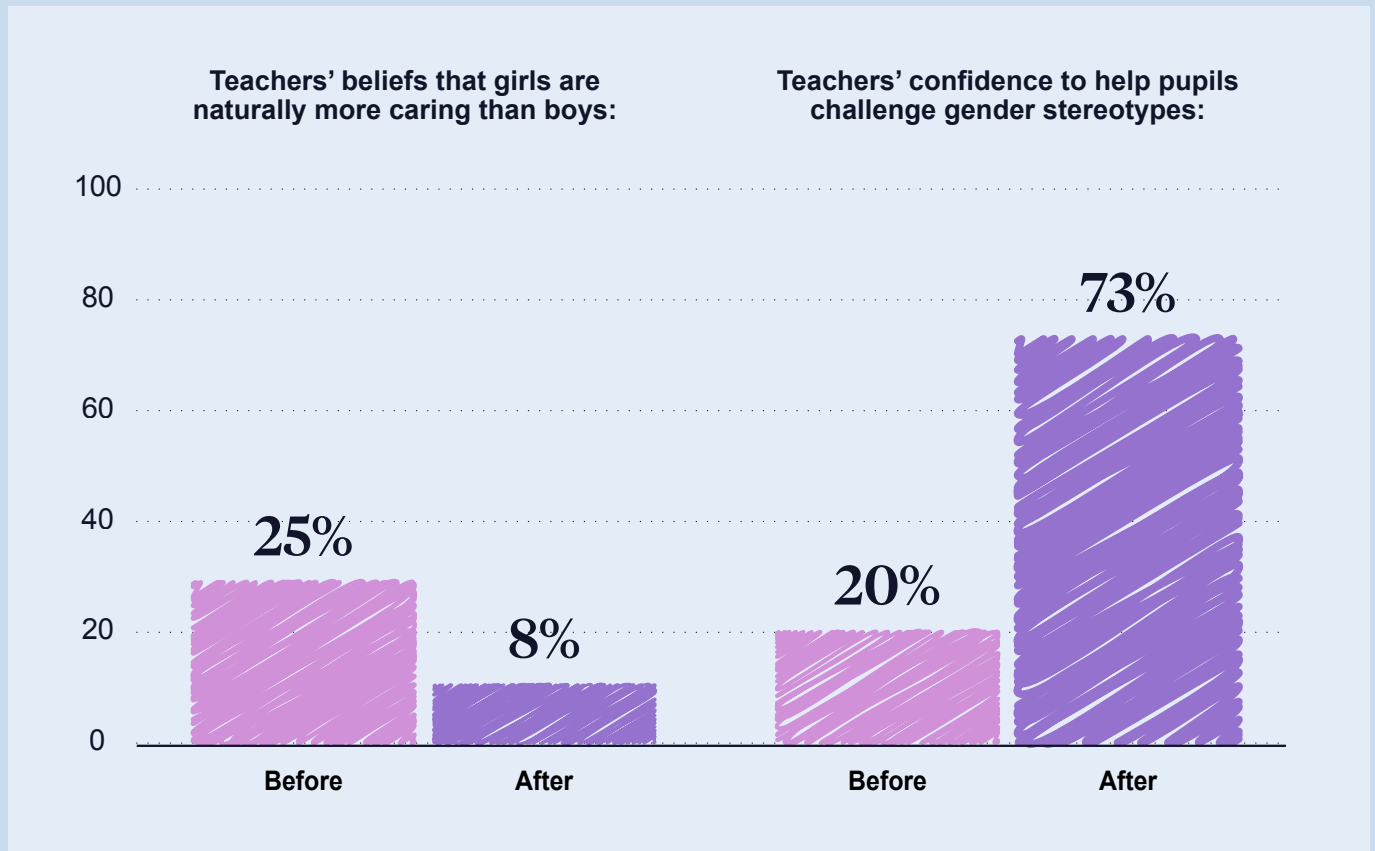
A foundational layer

BGS's early-stage focus makes it a natural complement to programmes that address later behavioural outcomes. It provides the early-prevention foundation that makes later programmes more effective and can be used as one of many layered interventions that contribute to a young person's development.

Other programmes	How BGS adds value
 Violence prevention/ misogyny	Builds early empathy and respect with a specific focus on boys, addressing stereotypes that limit boys' emotional expression and connection, and encouraging cross-gender play and friendships.
 Healthy relationships/ consent	Helps pupils understand where ideas about relationships and roles originate.
 Digital citizenship/ online safety	Encourages critical thinking about gender norms, which are the root of much online polarisation and exploitation.
 Safeguarding and wellbeing	Embeds preventative culture and supports whole-school inclusion.
 STEM and careers education	Challenges gendered assumptions about ability and aspiration.

It's evidence-based

Equimundo, in partnership with The Children's Society, led the evaluation of BGS between September 2025 and April 2026. A total of 24 schools in England, with 300 educators and 2,300 pupils in the programme, and 1,000 pupils in control schools, took part.



Strategic Value

Scalable and sustainable

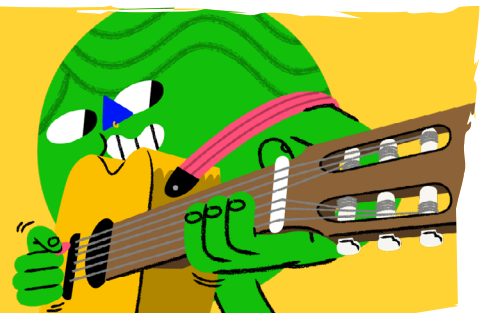
- Free and teacher-led – no external facilitators or ongoing delivery costs
- CPD-certified training builds internal capacity
- Flexible delivery across a half-term, term, or academic year

Strengthens existing priorities

- Aligns with RSHE statutory guidance and safeguarding frameworks
- Reinforces inclusion, wellbeing and anti-bullying strategies
- Supports whole-school culture change

“I learned that it’s okay for boys and girls to play together, because I used to just only play with boys until we did the gender stereotypes lesson.”

Pupil, Y3-4



The training really made me think about some of my own behaviours. I knew then that I should extend the training to all staff and roll out the curriculum to our KS2 pupils.

– Assistant Head Teacher, Brocks Hill Primary Schools



Implementation Pathway

Local Authorities and MATS

1.

2.

3.

Make BGS a part of your inclusion and wellbeing strategy

Encourage primary schools to adopt it as a first-step programme

Collect impact data to track improvements in confidence, empathy and peer relationships

Schools

1.

2.

3.

4.

Complete the short, CPD-certified, online training

Download ready-to-use lesson plans and resources

Choose the right delivery model: half-term, term or year

Embed within PSHE/RSE, assemblies or broader curriculum plans

A Strategic Investment in Prevention and Inclusion

BGS builds the foundations for healthier, more equitable school communities – and strengthens every programme that follows.

Ready to start?

Visit childrenssociety.org.uk/bgs to access training and resources and join a growing network of schools using BGS to strengthen inclusion and wellbeing.

