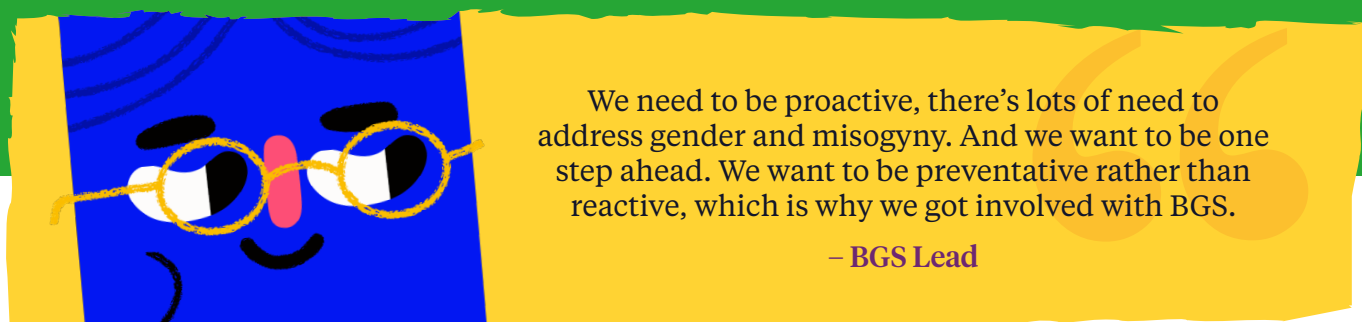


Beyond Gender Stereotypes

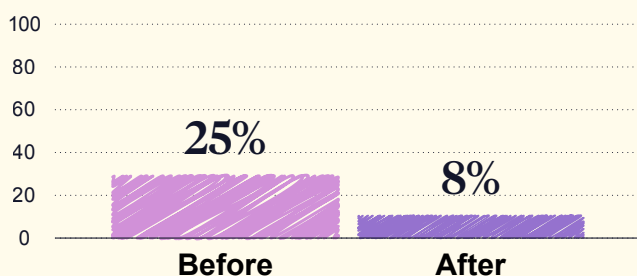
For Schools and Educators

Schools are under increasing pressure to deliver inclusive, preventative education that strengthens pupils' 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.

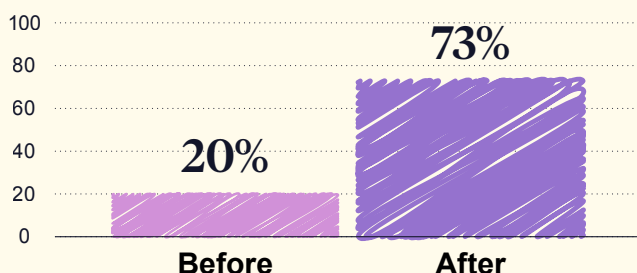
This is where Beyond Gender Stereotypes (BGS) comes in. It offers a proven, teacher-led way to meet these priorities in Key Stage 2. It strengthens RSHE, safeguarding and inclusion work by addressing gendered thinking at its earliest stage – before it becomes fixed expectations or visible behaviour. If you want to change outcomes, you need to address where thinking begins. BGS is the programme that works at that layer.



Teachers' beliefs that girls are naturally more caring than boys:



Teachers' confidence to help pupils challenge gender stereotypes:



BGS at a glance

► **Free, ready to use, and teacher-led**

Meaning no extra budget is needed

► **Designed for busy classrooms**

Ready-to-use, flexible lessons

► **Evidence-based**

Independent evaluation in England shows measurable improvements in teachers' knowledge and confidence and pupils' peer relationships

► **A first step programme**

Ideal as the foundation for continued, wider inclusion work

► *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.*

Programme overview

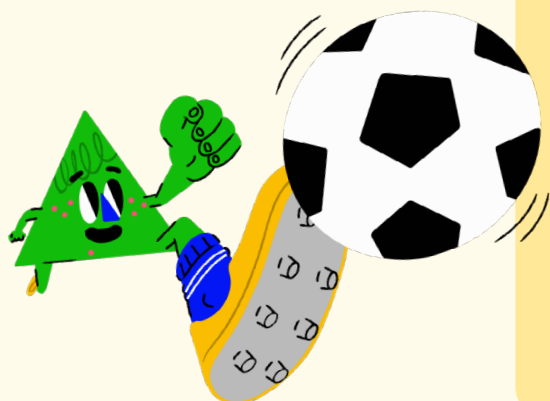
BGS supports pupils to understand and challenge limiting gender stereotypes that affect both girls and boys – helping schools build confidence, respect and inclusion from the ground up. Its early-stage focus makes it a natural complement to programmes that address later behavioural outcomes.

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.

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.

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 Equimundo: 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.

Easy to adopt



Ready to go resources

1. Complete the short, CPD-certified, online training at your own pace
2. Download lesson plans, slides and activity sheets
3. Access guidance for the senior leadership team, safeguarding and pastoral teams
4. Start with one lesson – and build from there



Integrates seamlessly into your curriculum

BGS is designed to slot in, not disrupt, and can be integrated into:

1. PSHE/RSHE teaching
2. Assemblies
3. Behaviour and wellbeing frameworks
4. Anti-bullying and inclusion strategies



Strengthens diversity, inclusion and belonging

BGS complements existing school priorities by:

1. Creating a **shared language** around stereotypes, fairness and respect
2. Building **confidence and empathy**, helping pupils understand themselves and others
3. Providing **early-years foundations** that will make other programmes more effective, e.g. consent education, anti-violence initiatives, digital citizenship

“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



Implementation Checklist

Senior leadership team

1. Approve use of BGS programme
2. Identify a lead teacher to provide support and drive coordination
3. Add BGS to whole school inclusion/wellbeing plans

Whole school

1. Utilise the Guide for Engaging Parents and Carers
2. Encourage staff to model stereotype-free interactions
3. Celebrate examples of inclusive behaviours

Teachers

1. **Complete online training**
 - The 2.5-hour self-guided course equips teachers with the skills and knowledge to deliver lessons confidently and strengthen their own professional development (a shorter version is available for support staff)
2. **Download resources**
 - All lesson plans, slides and activity sheets are ready to use:
 - Years 3/4 – 3 x 1-hour lessons
 - Years 5/6 – 4 x 1-hour lessons
3. **Choose where BGS fits**
 - Decide whether to deliver as a Key Stage 2 project, or across a half-term, term or year
4. **Start small**
 - Plan just one or two lessons and go from there

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.

