

Laws on knife carrying

A lesson plan for teachers, youth workers and other practitioners working with young people

Key Stage 2

make

This lesson was produced in partnership with the National Justice Museum, Nottingham.
With thanks to Kate Daniels | psheeducation.co.uk and the whole team at Make Agency.

Teacher notes

These lesson plans for primary school children in years 5 and 6 have been created jointly between [the Ben Kinsella Trust](#) and the [National Justice Museum in Nottingham](#). The Ben Kinsella Trust and the National Justice Museum work diligently to tackle knife crime and have produced these lesson plans for free, for the use of all educators working with primary age children. We encourage you to make full use of these resources and share them widely.

Curriculum links to Key Stage 2 can be found at the end of this document.

These resources have been created for Year 5 and Year 6 only. They have been written with flexibility in mind, allowing you to adapt them according to the needs of your pupils. It is important that you use your professional judgement on the suitability of this resource for each individual in your cohort.

A needs (baseline) assessment is provided for each lesson. This will enable you to understand existing knowledge and learning, along with gaps, and will ensure you meet the needs of your cohort.

Assessment for learning throughout the lesson is enabled through class discussion and activities and an assessment of learning at the end of each lesson provides time to reflect, clarify and evidence pupil learning.

Prior to teaching, it is strongly recommended that you read through the lesson plans and familiarise yourself with all of the resources and films, along with the websites/ organisations which you will be signposting to. Consider your cohort and whether there is anything further required to make this accessible and fully inclusive, taking into account each individual's needs and adapting or differentiating the lesson where required to meet these. Please note, when altering lessons, steer clear of adding any further content which may elicit your class to feel frightened, ashamed or distressed and be sure not to unknowingly glamorise or make risky behaviours seem appealing.

Young people frequently overestimate the risk-taking behaviours of their peers. It will be helpful to gather local data so that you can compare your students' perceptions of risks in their community with this data. If knife carrying

in a community is rare it is important to reinforce this and to challenge any incorrect belief that it is more prevalent than it is. A mistaken perception that knife carrying is a common practice in a community can encourage some young people to carry a knife themselves. It can be reassuring to young people to provide data that clarifies this misconception. You could consider inviting a local police representative to join the discussion to help clarify any misperceptions or respond to questions.

Check for any child protection, vulnerable children, children who may have experienced personal bereavement or had experience of violent or knife crime, SEN or other issues and read all Government guidelines and relevant school policies, asking SLT (Senior Leadership Teams) if you are unsure about anything. If you don't know already, find out who pupils can go to with any worries whilst they are at school – including any specific adults and where they can be located so you can share this with them.

When you are happy these are the right lessons for your pupils, spend some time researching the subject - it is important that you understand some of the complexities before you teach it.

The Home Office has produced Teacher Guidance with some further notes on teaching this subject – see #knifefree. If you are a school in London you might also find the 'London needs you alive toolkit' from The Mayor's Office For Policing And Crime (MOPAC) useful.

Always start each lesson by creating a working agreement with each different class to maintain a safe and respectful environment for all. Write these with your pupils. Examples might include showing respect, not disclosing private information about themselves or others, not chatting about others afterwards and to always seek support if needed.

Finally, always remember to signpost to useful organisations in each lesson so that your pupils can go to trusted people or websites for more information and support should they need to. www.childline.org.uk, www.knifefree.co.uk, www.fearless.org along with 999 for emergencies are all good examples found on the Home Office guidance.

Laws on knife carrying

Learning objectives:

- To understand the laws around carrying knives
- To consider the personal impacts on someone if they get arrested for carrying a knife
- To know where to go for more support about knife carrying and knife crimes.

Learning outcomes:

- To be able to explain what the laws on knife carrying are
- To be able to explain what they would advise someone to do if they know (or believe) someone they know has a knife?
- To explain why their responsibility to be a good friend may sometimes have to come second to their responsibility to protect others from harm

Keywords

Arrested Custody Caution Charged

Sentence Victim Crime Criminal

Consequences Offender Perpetrator

Important notes

This lesson is written for Year 5 and 6 primary year groups.

Make sure you read the teacher notes before teaching this lesson – the nature of this lesson deals with knives and knife carrying and could therefore be highly emotive - it is important you follow the guidance set out in the teacher notes to consider how best to teach and support your pupils.

Resources

- A4 paper and pens for assessments
- Anonymous question box
- Whiteboards, pens and rubbers
- Timer for quiz,
- A board/flipchart and pen to keep tally of scores
- Film: 'What's the Law on Knife Crime?' (6.22) | <https://youtu.be/2IB0vSKAd0o>

Website links

- <https://benkinsella.org.uk/knife-crime-statistics/>
- <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/crimeinenglandandwales/yearendingjune2020#knife-or-sharp-instrument-offences>

Website links for the plenary:

- www.childline.org.uk
- www.knifefree.co.uk
- <https://crimestoppers-uk.org>
- www.fearless.org

Starter | 10 mins

- Create a working agreement with the class (See teacher notes)
- Share the objectives
- **Assessment:** Ask the class to work independently and to write down all the rules or laws they think there are around knife carrying. Tell them this is not a test so there are no right and wrong answers and they can add thoughts, ideas or guesses if they are not sure – this activity is simply for you to understand what they know/don't know already. Allow them time to do this then ask them to add any questions they may have. (They could also write these questions separately and anonymously using a question box or similar if you prefer.) Whatever method you choose, tell them if their questions are not answered in the lesson you will get back to them with the answers.

sharp object in 2019. Tell them although this is still 24 too many it is low when they consider this in terms of how many people are in their school, local area, country.

- You can also look at knife crime across the whole of the UK and in your local area by going to: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/crimeinenglandandwales/yearendingjune2020#knife-or-sharp-instrument-offences>
- After this, focus on the facts about knife crime in the local area that you previously researched and discuss.
- Tell them today they are going to be thinking about the laws around knife carrying and receiving the answers from a police officer.

Main | 40 mins

Go to the Ben Kinsella Trust website page on knife crime statistics: <https://benkinsella.org.uk/knife-crime-statistics/>



- Highlight, in order to reassure them and put these crimes into perspective, that only '24 children aged just 17 or younger were murdered with a knife or

Activity:

- Load the film '[What's the Law on Knife Crime?](#)' (6.22) and have it ready to play.
- Tell them that they are going to do a quiz - you are going to ask them 15 questions and they are going to answer using whiteboards in a quiz/competition style.
- Handout whiteboards and pens and put them into small groups of mixed ability children. (They could name their groups to create a stronger team atmosphere.)
- Tell them these questions are ones that primary school children have asked The Ben Kinsella Trust about regarding carrying knives. Some are simple Yes/No answers, some will need a longer answer, some they might not know the answer to; if this is the case it's no problem, tell them to have a good think and give their best guess.
- They will have time to confer before deciding their answers and they must work as a team, including

everyone in their group. (Allow them no more than 2 mins for this.)

- Write their group names on the board (or number them).
- Ask one question, allow 1-2 mins max to confer and then take answers from each group. Keep it pacy throughout. Once you have the answers, give a mark on the board to the team who have won (if any) and then play the answer on the video from Detective Constable Julian Eminson-Ferry. (You might need to play the answer again for some of the more detailed answers or ask your local police officer if you have one with you.)

Questions and video timings:

1. Start: 0.00, pause at 0.08 and leave on the board: What happens if I am caught carrying a knife? When all groups have fed back play the video for the answer then stop to clarify.
 2. Start: 0.26, pause at 0.30 and leave on the board: What happens if I am caught carrying a knife in school? When all groups have fed back play the video for the answer then stop to clarify.
 3. Start: 0.52, pause at 0.56 and leave on the board: Is it OK if I make a homemade knife? When all groups have fed back play the video for the answer then stop to clarify.
 4. Start: 1.12, pause at 1.15 and leave on the board: Is it OK to carry a pen knife? When all groups have fed back play the video for the answer then stop to clarify.
 5. Start: 1.27, pause at 1.32 and leave on the board: Is it OK to carry a knife to Brownies, Cubs, Scouts or Guide camp? When all groups have fed back play the video for the answer then stop to clarify.
 6. Start: 2.00, pause at 2.04 and leave on the board: What happens if I am arrested by the police? When all groups have fed back play the video for the answer then stop to clarify.
 7. Start: 2.26, pause at 2.30 and leave on the board: What happens if I have a criminal record? When all groups have fed back play the video for the answer then stop to clarify.
 8. Start: 2.57, pause at 3.02 and leave on the board: Am I too young to go to prison? When all groups have fed back play the video for the answer then stop to clarify.
 9. Start: 3.18, pause at 3.22 and leave on the board: What happens if someone stabs someone? When all groups have fed back play the video for the answer then stop to clarify.
 10. Start: 3.41, pause at 3.45 and leave on the board: What happens if I stabbed someone accidentally? When all groups have fed back play the video for the answer then stop to clarify.
 11. Start: 4.01, pause at 4.05 and leave on the board: What happens if I stabbed someone in self-defense? When all groups have fed back play the video for the answer then stop to clarify.
 12. Start: 4.26, pause at 4.29 and leave on the board: What is 'Joint Enterprise'? When all groups have fed back play the video for the answer then stop to clarify.
 13. Start: 4.53, pause at 4.57 and leave on the board: What happens if I video a fight? Is that OK? When all groups have fed back play the video for the answer then stop to clarify.
 14. Start: 5.20, pause at 5.23 and leave on the board: What should I do if I know someone is carrying a knife? When all groups have fed back play the video for the answer then stop to clarify.
 15. Start: 5.55, pause at 5.58 and leave on the board: Isn't telling an adult snitching? When all groups have fed back play the video for the answer then stop to clarify.
- Add up all the tally marks and decide who the winning team/teams were then clarify any misconceptions and answer any questions

Plenary | 15 mins

- Remind them of the last two questions: What should I do if I know someone is carrying a knife? And 'Isn't telling an adult snitching?' Tell them you are going to focus on what to do if you know someone is carrying a knife for the remainder of the lesson.
- Ask the class: What would you advise someone to do if they know (or believe) someone they know has a knife? Handout paper and pens and ask them to write down their advice in a speech bubble, giving reasons why, based on what they have learnt today. Listen to a few ideas.
- Ask them about their responsibilities – do they think when it comes to knife carrying, that their responsibility to be a good friend may sometimes have to come second to their responsibility to protect others from harm? (Yes.) Discuss this using everything they have learnt from this lesson to support this.
- Finally, signpost where they can go for more information about knife crime issues or if they are concerned about themselves, a friend or family member;
 - a. Teachers and any other school staff that you trust
 - b. Family, youth workers, sports/out of school activity coaches or tutors
 - c. The police
 - d. Childline - 0800 1111/www.childline.org.uk
- There are also different support services depending on your area Google 'advice and helplines for children in my area' to come up with a more targeted result. UK wide organisations:
 - www.knifefree.co.uk (page for the risks of carrying knives - <https://www.knifefree.co.uk/know-the-risks/>)
 - <https://crimestoppers-uk.org/> (page for anonymous information giving - <https://crimestoppers-uk.org/give-information/forms/give-information-anonymously>)
 - www.fearless.org, (to pass on information without giving any personal details - <https://www.fearless.org/anonymous/info-we-take>)
- If they are nervous about approaching any of these people alone then they can ask a friend that they trust to go along with them or when they make a call/report.
- Remind them that if anything they have seen has upset them it is really important that they talk to an adult that they trust about how they feel.
- *NB. Make sure you follow up any questions from the assessment sheets or anonymous question box.
- **Assessment:** Ask the class to revisit their starter activity about any rules or laws they know about knife crime (Baseline assessment) and take another coloured pen, adding any new thoughts or information on knife carrying to their sheet. Ask them to see if they are now able to answer the questions they wrote down at the beginning of the lesson and if not, collect them in and find out the answers for them, then feedback in the next lesson.
- **Extension:** spend some time going through the websites recommended by the Detective Constable and by The Ben Kinsella Trust, taking time to look at the process of how to report anything troubling them so they can see it is safe and easy.

Primary curriculum links:

These lessons link to the new statutory Relationships education, relationships and sex education (RSE) and health education.

Relationships education (Primary)

By the end of primary school pupils should know:

1. Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

2. Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

3. Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- where to get advice, for example family, school or other sources

Physical health and mental wellbeing (Primary)

- By the end of primary school pupils should know:

Mental Wellbeing

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate