



## Universal Knife Crime resources - Teacher Guide

### Introduction

These lessons are designed as a universal offer for Nottingham City and Nottinghamshire Schools to deliver knife crime education to students. They have been developed in partnership by Nottingham City Council, Nottinghamshire County Council, Nottinghamshire Police, Nottingham Youth Justice Service, Nottingham City Safeguarding Children Partnership, National Justice Museum and Nottingham Violence Reduction Partnership.

Education around knife crime should be delivered as part of a comprehensive Personal, Social and Health Education (PSHE) curriculum and not a one off. The knowledge and skills that children need around laws, resisting peer and media influence and pressure, safety and healthy relationships are built in an age-appropriate manner from early years to age 18. This guidance contains important information to support the delivery of the universal knife crime lessons.

The revised [Nottingham City](#) and [Nottinghamshire](#) knife crime guidance for schools provides information on policy, support and signposting and should be read prior to delivery of these lessons.

### Knife-enabled crime statistics

*The Home Office definition of weapon enabled knife crime **includes domestic crimes** and comprises the following: Homicide; Attempted murder; Threats to kill; Assault with injury; Assault with intent to cause serious harm; Robbery; Rape; and Sexual assault*

Nationally, there were 50,510 knife-enabled crimes recorded by the police in the year ending March 2024. In Nottinghamshire there were 825 offences in the year April 2023 to March 2024.

There were 27,740 "possession of article with a blade or point" offences nationally in the year ending March 2024. Proactive patrols and use of stop and search is an important part of the knife crime strategy with improved CCTV to capture individuals carrying weapons as well as effective searches by licensed premises.

The latest provisional admissions data for NHS hospitals in England and Wales showed a slight increase in the number of admissions for assault by a sharp object in the year ending March 2024 (3,897 admissions).

## Education around knives and offensive weapons

It is intended these lessons form part of a comprehensive curriculum that supports learning around healthy relationships, respect, laws, and safety. Whilst there is a specific focus on laws and safety around knives these lessons also contribute to the Department for Education statutory outcomes for Relationships, Sex and Health Education in the following areas:

### Year 5

Area of learning	Core area	Detail
Relationships and Sex Education	Respectful relationships, including friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>
Physical Health and Mental Wellbeing	Mental Wellbeing	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>

### Year 6

Area of learning	Core area	Detail
Relationships and Sex Education	Family life	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>
Relationships and Sex Educations	Caring Friendships	<ul style="list-style-type: none"> <li>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</li> </ul>

### Year 7

Area of learning	Theme	Outcomes <i>Pupils should know:</i>
Health Education	Mental wellbeing	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>

		<ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>
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## Year 10

Area of learning	Theme	Outcomes <i>Pupils should know:</i>
Health Education	Internet safety and harms	<ul style="list-style-type: none"> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</li> </ul>
	Basic First Aid	<ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> </ul>
Relationships Education	Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> </ul>

Other areas of the PSHE curriculum that contribute to learning around knife crime include: conflict management; emotions; mental health; healthy relationships; friendships; gangs; child exploitation; seeking help; support services; anti-bullying; and, domestic abuse.

### Choosing resources to deliver knife crime education

These lessons are designed to contribute to your school's knife crime education. Depending on the needs of your children and the context of your local area you may decide to deliver more specific knife crime sessions in the same or other year groups. When choosing resources, the DfE are clear that these should be sensitive to children's experiences, as some may have already been exposed or at risk of content being taught and should not cause distress. ([DfE Plan your RSHE](#)). There are many resources, particularly videos, that are very hard hitting and emotive, whilst children often find these impactful, they may be counter-productive and prevent learning. Instead, choose resources that distance the learning through case studies or scenarios and allow plenty of time for discussion and questions from students.

You can find a list of local and national resources to consider in the Knife Crime guidance for schools (see introduction). A local resource around knife crime is the National Justice Museum Choices and Consequences exhibition which is delivered in partnership with the Ben Kinsella Trust.

## **Delivering knife crime education safely**

Knife crime education should be delivered in a safe environment in line with your PSHE/RSHE policy. Outlined below are some key considerations to support the safety and participation of all children.

### ***Pre-warning***

With any sensitive subject it is useful to give children some pre-warning about content that will be covered in forthcoming lessons. You may choose to do this in the previous PSHE/RSHE lesson or via tutor time. Children should be signposted to support and, where the content may be particularly distressing for an individual, given the chance to opt-out.

### ***Keeping safe***

At the beginning of each lesson, outline the content of the lesson and signpost children to the support available within school and outside. Children should feel able to share their feelings and seek support both during and after the lesson.

### ***Group agreement***

In each of the universal knife crime lessons there is a group agreement outlining expectations for behaviour. You may already have developed a group agreement for PSHE/RSHE, in this case please edit these slides accordingly.

Given the nature of the topic, there may be students in the room that have been directly impacted by knife crime. It is therefore useful to include rules around not sharing names of individuals. Encourage students to recognise that some people in the class may have been affected by knife crime and therefore they should all be mindful about what they share and the impact it may have on others.

### ***Scenarios and case studies***

We use scenarios in each lesson to focus discussion about laws, consequences, and the impact of knife crime. Using scenarios allows learners to discuss the issues at a distance without direct reference to real-life situations.

### ***The role of the teacher***

The role of the teacher in these lessons is to facilitate discussions, ask pertinent questions and outline key facts. Whilst knowledge is important, one of the most valuable parts of PSHE/RSHE is the opportunity to explore values and attitudes. Children's views and values about knife crime may be similar or different to your own. It is important that no-one feels stigmatised or shamed about their views and that the PSHE/RSHE classroom is a safe space to explore and reflect. Careful facilitation and sharing of a range of views can help children to reflect on their own attitudes and values and lead to deeper learning.

## ***Signposting to support***

Before delivering these lessons ensure you have information about the in-school, local, and national support that is available to children. You can find more information in the Knife Crime Guidance for schools (see introduction).

## ***Links between safeguarding/pastoral and PSHE.***

There should be clear links between Designated Safeguarding Leads, pastoral staff and the PSHE leader in school. Delivery of these lessons may result in more safeguarding and/or pastoral referrals. It is also useful for PSHE leads to be informed of current safeguarding issues so they can adapt the PSHE delivery accordingly. If, for example, there has been increased incidence of knife crime in the local area, the PSHE leader could add additional content to the curriculum to address this.

## ***Before delivery***

Ensure you know your school rules around knife crime as you will need to refer to these in the lessons. You may want to pick and choose content from the lesson plans to best meet the needs of your learners, particularly if there has been previous input on knife crime.

## ***Lessons***

### **Year 5 lesson plan**

<b>Slide 1</b>	Introduce the lesson and explain how it fits within the curriculum and links to previous lessons.
<b>Slide 2</b>	Reinforce the safety statement and explain how children can access support if they need it during the lesson.
<b>Slide 3</b>	Hand out the pre-assessment and ask each child to complete to establish baseline information at the start of the lesson.
<b>Slide 4</b>	Talk through the intended outcomes for the lesson.
<b>Slide 5</b>	If you have already developed a group agreement with your class, add this in here. If not, talk through the rules on slide 5 and ask if the class have any additions. Refer back to the group agreement during the lesson as needed to ensure appropriate behaviour.
<b>Slide 6</b>	In small groups, ask children to come up with 5 reasons why someone might carry a knife. Take responses and write on the board. Continue taking responses until there are no more. Establish if there are good reasons to carry a knife and not so good reasons. Good reasons might include, that it is needed by someone for their work or hobby. Ask "Is it legal or illegal to carry a knife?" – explore answers, tell class that they will learn more about the laws

	<p>around knives later. You do not need to reinforce laws at this stage. Children could mention terrorism at this point or local events and may need reassuring that although there have been terror/knife attacks in the UK they are very rare. Also reinforce that the majority of people do not carry knives.</p>
<b>Slide 7</b>	<p>Introduce the quiz – explain this will test the children’s knowledge about the laws around knives.</p>
<b>Slide 8</b>	<p>Complete the quiz by distributing the quiz sheets or use a more active method, such as asking children to individually perform an action for true/false, eg. hands up/down.</p> <p>It is against the law to have any article/item which has a blade or is sharply pointed in a public place (without a good reason) – True – apart from a folding pocket-knife with a blade of 3 inches or less. Ask - why are there laws around knives?</p> <p>A child can take a knife into school – False. Briefly outline your school rules around knives.</p> <p>A person can carry a knife if they need it for their job – True – For example a chef, butcher, woodcarver, or surgeon. However, just because a person is a chef, butcher, woodcarver, or surgeon doesn’t mean they can carry a knife all the time. There would have to be a proper reason for them to have a knife in their possession.</p> <p>A person can carry a knife if it is part of their religious costume – True – For example, people who follow the Sikh religion have a knife called the Kirpan as part of their religious costume. The Kirpan acts as a reminder to the wearer of their duty to protect the weak and promote justice for all.</p> <p>A person can carry a knife if it is part of their fancy dress costume – False. It is against the law to have any article/item which has a blade or is sharply pointed in a public place (without a good reason) unless it is a folding pocket-knife with a blade of 3 inches or less.</p> <p>Shops are allowed to sell knives to young people under 18 – False - it is against the law for a shop to sell a knife to someone under 18.</p> <p>Children 10 and over can be charged with a crime – True – 10 is the age of criminal responsibility, this means children are seen as mature and responsible enough to know right from wrong and to abide by the law.</p>
<b>Slide 9</b>	<p>Introduce the characters in the scenario.</p>
<b>Slide 10</b>	<p>Read through the first part of the story.</p>
<b>Slide 11</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• Why do you think Jed took the knife?</li> <li>• Why didn’t he ask his Dad if he could take it?</li> <li>• How does Jed feel?</li> <li>• How does Amy feel?</li> <li>• What could Amy have done differently in this situation?</li> <li>• Is it legal or illegal for Jed to be carrying the knife?</li> </ul>

<b>Slide 12</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• How does Jed feel now?</li> <li>• How does Amy feel now?</li> <li>• What do you think Mrs Anderson will say/do?</li> </ul>
<b>Slide 13</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• How will Jed's Dad feel?</li> <li>• How does Mrs Anderson feel?</li> <li>• What do you think will happen now?</li> <li>• What will Jed's Dad say?</li> <li>• How do you think Jed will be punished?</li> <li>• Do you think Jed has learnt his lesson?</li> </ul> <p>Reinforce that the age of criminal responsibility is 10. Police will interview Jed as it doesn't matter what his reasons are for having the knife. There is a potential that he could be permanently excluded from school.</p>
<b>Slide 14</b>	<p>Using the consequences worksheet (or a blank sheet of paper) ask the children to explore how the story could have turned out differently.</p> <p>Spend some time sharing the children's ideas and exploring the consequences. Ask: What could Mia and Jamie do in this situation?</p> <p>Bring the following into the discussion: There is a risk that with such a sharp knife Jed could have caused injury to himself or others; threatening someone with a knife is a serious crime; Jed could have injured Amy, Mia or Jamie with the knife – again this is a serious crime.</p>
<b>Slide 15</b>	<p>Outline your school rules for knives. For guidance on a school's response to knives and weapons see the Knife Crime Guidance for schools (see introduction).</p>
<b>Slide 16</b>	<p>Pair and share discussion.</p>
<b>Slide 17</b>	<p>Use the Mia and Jamie scenario to talk through the options.</p>
<b>Slide 18</b>	<p>Remind children of the seriousness of carrying a knife and the need to talk to an adult if they know someone has a knife. Highlight who children can talk to if they are worried, need support or would like to report a knife crime.</p>
<b>Slide 19</b>	<p>Give each child a pledge sheet. Ask them to make a pledge sharing how they will stop knife crime. Give some examples: To stop knife crime, I pledge to...report it if I see someone with a knife, not carry knives in public, encourage others not to carry knives. There is a hashtag to share any examples on social media #NottsAgainstKnives.</p>
<b>Slide 20</b>	<p>Reinforce sources of support in school and outside.</p>
<b>Slide 21</b>	<p>Ask children to complete the post-assessment questions. Use this data to inform future lesson planning.</p>

## Year 6

<b>Slide 1</b>	Introduce the lesson and explain how it fits within the curriculum and links to previous lessons.
<b>Slide 2</b>	Hand out the pre-assessment and ask each child to complete to establish baseline information at the start of the lesson.
<b>Slide 3</b>	Reinforce the safety statement and explain how children can access support if they need it during the lesson.
<b>Slide 4</b>	Talk through the intended outcomes for the lesson.
<b>Slide 5</b>	If you have already developed a group agreement with your class, add this in here. If not, talk through the rules on slide 5 and ask if the class have any additions. Refer back to the group agreement during the lesson as needed to ensure appropriate behaviour.
<b>Slide 6 &amp; 7</b>	<p>Explain task to children using prompts on the slide.</p> <p>Children will have three pieces of A3 paper on their tables, each with one of the questions below on them. Prepare these in advance and ensure each group has all three questions -</p> <p>What are the reasons for carrying a knife? What laws and rules are in place around buying and carrying knives? What could happen if you were found carrying a knife?</p> <p>These questions are similar to those covered in Year 5 but aim to show children's baseline understanding and retention of knowledge.</p> <p>In small groups, ask children to come up with as many answers as possible to the questions. Set a three-minute timer. The first minute, no one should write and children should talk amongst themselves to generate ideas. In the second minute, children will write their answers on the paper. In the third minute ask children to go over their answers and be ready to share with the class.</p> <p>Repeat activity with all tables for all three questions. Take photos of children writing answers as evidence of learning.</p>
<b>Slide 8</b>	<p>Explain to children that this is a similar true or false quiz from Year 5 but with some extra questions and room for discussion.</p> <p>Ask children to stand up and tuck chairs in. Signal one end of the classroom as the "True" side and the other side of the classroom as "False". Signify that any space in the middle of the room is the "Don't know" section. Encourage children that it is ok if you don't and that helps the teacher know what you need to learn.</p>
<b>Slide 9</b>	<p>A person can carry a knife if they need it for their work – True.</p> <p>For example, a chef, butcher, woodcarver, or surgeon. However, just because a person is a chef, butcher, woodcarver, or surgeon doesn't mean they can carry a knife all the time. There would have to be a proper reason for them to have a knife in their possession.</p>



	<p>A person can carry a knife if it is part of their religious dress – True</p> <p>For example, people who follow the Sikh religion have a knife called the Kirpan as part of their religious costume. The Kirpan acts as a reminder to the wearer of their duty to protect the weak and promote justice for all.</p> <p>If a friend hands you a knife, you should hold it as it's your friend – False</p> <p>Explain that it can be difficult to say no to friends, but you should not carry a knife, regardless of who gives it to you or whether you intend to use it or not. It is better to refuse and help your friend find a trusted adult to give the knife over to.</p> <p>A person can carry a knife as part of their fancy dress costume – False</p> <p>Fancy dress does not give a valid reason to carry a knife. Even if you dress up as a profession in which a knife is used for, you legally cannot carry a knife.</p> <p>Shops are not allowed to sell knives to young people under 18 – True</p> <p>Shops can only sell knives to adults aged 18 and over. When they are sold it is highly likely that they are in very strong packaging that can only be taken off safely at home using strong scissors.</p> <p>A person can carry a knife if they feel like they are in danger – False</p> <p>Self-defence or fear of being attacked is not a reason to carry a knife. It is illegal to carry a knife in a public area and carrying one because you feel like you are in danger still means you are breaking the law. If you feel like you are in danger, speak to a trusted adult or call the police.</p> <p>Children 10 and over can be charged with a crime - True</p> <p>If the police and authorities believe it to be necessary, anyone aged 10 and over can be charged with a crime. It can impact future education and job choices.</p> <p>You are safer carrying a knife than not carrying one – False</p> <p>It might feel like if you have a knife, you can defend yourself and be safe. In reality carrying a knife can result in the person wounding themselves accidentally.</p>
<b>Slide 10</b>	Introduce the characters in the scenario.
<b>Slide 11</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• Should Kyle trust this older kid?</li> <li>• If this has happened before, what should Kyle and Harry have done?</li> <li>• What do you think is going through Kyle's head?</li> </ul>

	<ul style="list-style-type: none"> <li>• Think of what Kyle could say to the older kid at this point?</li> </ul>
<b>Slide 12</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• How do you think peer pressure, and social media influenced Kyle's decision? What could happen if someone reports Kyle?</li> <li>• What could Harry have done in this situation to be a good friend to Kyle?</li> </ul>
<b>Slide 13</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• Is it too late for Kyle to do something at this point?</li> <li>• How could Kyle stop the situation from becoming worse?</li> <li>• If Kyle takes the knife with him, what laws is he breaking?</li> <li>• What could Kyle do with the knife when he gets home?</li> </ul>
<b>Slide 14</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• What is Kyle's biggest mistake here?</li> <li>• Do you think carrying the knife has helped Kyle here or made the situation worse?</li> </ul>
<b>Slide 15</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• Why is Kyle's mum worried?</li> <li>• Do you think she is right to be worried?</li> <li>• Is it too late at this point for Kyle to fix the problem? What could he do to correct all the mistakes he has made up until now?</li> </ul>
<b>Slide 16</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• Why do you think is going through Kyle's mum's head?</li> </ul>
<b>Slide 17</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• What age can someone be charged with a crime?</li> <li>• How do you think Kyle is feeling?</li> <li>• Is Kyle telling the truth?</li> <li>• What could happen next?</li> </ul>
<b>Slide 18</b>	<p>Explore the story using the following questions as a guide:</p> <ul style="list-style-type: none"> <li>• What do you think could happen next?</li> <li>• If this scenario were to happen to a friend, how would you feel?</li> </ul>
<b>Slide 19 &amp; 20</b>	<p>Using the consequences worksheet (or a blank sheet of paper) ask the children to explore how the story could have turned out differently.</p> <p>Spend some time sharing the children's ideas and exploring the consequences.</p> <p>Bring the following into the discussion: What role did social media play in the scenario? What are the risks associated with social media and wanting to look cool? How have Kyle's actions impacted his family?</p>
<b>Slide 21</b>	<p>Pair and share discussion. Ask children to recall the laws around carrying a knife.</p>
<b>Slide 22 &amp; 23</b>	<p>Promote a class discussion around what children can do if they think or know that someone is carrying a knife?</p>

	Share strategies and advice.
<b>Slide 24</b>	Share with children the list of adults they can talk to if they are worried. Discuss who these people could be in their lives.
<b>Slide 25</b>	Give each child a pledge sheet. Ask them to make a pledge sharing how they will stop knife crime. Give some examples: To stop knife crime, I pledge to...report it if I see someone with a knife, not carry knives in public, encourage others not to carry knives. There is a hashtag to share any examples on social media #NottsAgainstKnives.
<b>Slide 26</b>	Go over what was learnt in the lesson and reinforce the main points
<b>Slide 27</b>	Ask children to complete the post-assessment questions. Use this data to inform future lesson planning.

## Year 7

<b>Slide 1</b>	Introduce the lesson and explain how it fits within the curriculum and links to previous lessons.
<b>Slide 2</b>	Reinforce the safety statement and explain how pupils can access support if they need it during the lesson.
<b>Slide 3</b>	Hand out the pre-assessment and ask each child to complete to establish baseline information at the start of the lesson.
<b>Slide 4</b>	Talk through the intended outcomes for the lesson.
<b>Slide 5</b>	If you have already developed a group agreement with your class, add this in here. If not, talk through the rules on slide 5 and ask if the class have any additions. Refer back to the group agreement during the lesson as needed to ensure appropriate behaviour.
<b>Slide 6</b>	In pairs, ask the children to come up with a definition for knife crime. Take some responses before sharing slide 7.
<b>Slide 7</b>	Share the definition with the class. Explain that they will have a chance to test their knowledge on the laws around knives later in the session.
<b>Slide 8</b>	Split the class into small groups, allocate one of the people/groups on the slide to each group. Ask them to discuss what feelings and views there individual/group may have about knife crime. Take some feedback from each group – identify similarities and differences. Play devil's advocate as required to encourage deep thinking.
<b>Slide 9</b>	Introduce the quiz. In groups, the pupils must discuss and then decide on their answer.
<b>Slide 10</b>	It is an offence to sell a knife in England and Wales to a person under 18 unless it has a folding blade 3 inches long or less. This also covers purchases

	made online.
<b>Slide 11</b>	It is illegal to carry a fishing knife if you are not fishing. It is against the law to carry a knife or offensive weapon in a public place (without good reason).
<b>Slide 12</b>	It is against the law to threaten someone with a knife or offensive weapon on school premises and in public. Explain that whilst it is legal to carry a knife with a folding blade of 3 inches or less, it is not legal to threaten someone with that knife.
<b>Slide 13</b>	It is never acceptable to carry a knife for protection. There are better ways to deal with fear or conflict. Explain that the number of people carrying knives is relatively small. There is an increased risk if someone carries a knife of them causing injury to themselves.
<b>Slide 14</b>	It is against the law to possess a blade or sharp point or an offensive weapon on school premises. Teachers <b>can</b> search for knives and weapons <b>whether a pupil gives permission or not</b> . This would not include an intimate search and the staff member would be the same gender as the pupil.
<b>Slide 15</b>	Reinforce that the age of criminal responsibility is 10. Ask for views on this, do they think it should be younger/older? Why?
<b>Slide 16</b>	Share the scenario with the pupils. In groups, ask them to discuss the questions. Take feedback from the pupils.
<b>Slide 17</b>	Clarify the legal consequences if Nate is caught with the knife.
<b>Slide 18</b>	Clarify the legal consequences if Nate threatens or stabs someone with the knife.
<b>Slide 19</b>	Cover any of the wider consequences that may not already have been raised by the pupils. Reinforce that if Nate gets a criminal record, this may impact on future opportunities such as jobs and travel abroad.
<b>Slide 20</b>	Ask pupils to discuss how else Nate could deal with the bullying. Remind pupils of your bullying reporting procedures. You could also bring in the key role of bystanders, those who see this happening, and their responsibility to report.
<b>Slide 21</b>	Talk through why there is no safe place to stab someone. Before talking through how this could occur check that everyone in the group is okay with discussions about blood. A wound to the heart or an artery in the leg could result in all blood being lost in 1 minute. A wound to the spinal cord could cause life-changing injuries including paralysis. Cuts can lead to bacterial entering the body and cause infections, which can lead to death.
<b>Slide 22</b>	Reinforce the key points of the lesson.
<b>Slide 23</b>	If there is time, give each child a pledge sheet. Ask them to make a pledge sharing how they will stop knife crime. Give some examples: To stop knife crime, I pledge to....report it if I see someone with a knife, not carry knives in public, encourage others not to carry knives. There is a hashtag to share any examples on social media #NottsAgainstKnives.

<b>Slide 24</b>	Outline the importance of reporting crimes and the details needed.
<b>Slide 25</b>	Ask children to complete the post-assessment questions. Use this data to inform future lesson planning.

## Year 10

<b>Slide 1</b>	Introduce the lesson and explain how it fits within the curriculum and links to previous lessons.
<b>Slide 2</b>	Reinforce the safety statement and explain how pupils can access support if they need it during the lesson.
<b>Slide 3</b>	Hand out the pre-assessment and ask each child to complete to establish baseline information at the start of the lesson.
<b>Slide 4</b>	Talk through the intended outcomes for the lesson.
<b>Slide 5</b>	If you have already developed a group agreement with your class, add this in here. If not, talk through the rules on slide 5 and ask if the class have any additions. Refer back to the group agreement during the lesson as needed to ensure appropriate behaviour.
<b>Slide 6</b>	In groups, ask pupils to discuss the laws around carrying knives and offensive weapons. Take feedback then share slide 7.
<b>Slide 7</b>	Talk through any laws that haven't been mentioned by the pupils. Do they think these laws are effective in preventing knife crime? Why? Why not?
<b>Slide 8</b>	Ask the pupils what they know about laws around 'Stop and Search'. Play the video created by young people in Nottingham and discuss any similarities or differences from the pupils' initial ideas.
<b>Slide 9</b>	Ask young people to guess the statistics on the slides – are these higher or lower than they thought? What are their perceptions around knife crimes? Explore how we may get a skewed idea of the prevalence of knife crime through media reporting.
<b>Slide 10</b>	Introduce the scenario with Josh, Mikhail and Chloe.
<b>Slide 11</b>	In groups, ask pupils to discuss the questions. Take feedback and explore pupils' ideas. It is illegal to carry a knife except a folding knife with a blade of 3 inches or less. Inform pupils that 7 out of 10 young people involved in knife crime are injured by their own knife.
<b>Slide 12</b>	Read through the next part of the scenario.
<b>Slide 13</b>	In groups, ask pupils to discuss the questions. Take feedback and explore pupils' ideas.
<b>Slide 14</b>	Read through the next part of the scenario.

<b>Slide 15</b>	In groups, ask pupils to discuss the questions. Take feedback and explore pupils' ideas.
<b>Slide 16</b>	Talk through how Mikhail's friends could act to try to save his life.
<b>Slide 17</b>	Pose the question to the group. Add in the following information: A stab wound can be life-threatening. A wound to the heart or an artery in the leg could result in all blood being lost in 1 minute. A wound to the spinal cord could cause life-changing injuries including paralysis. Cuts can lead to bacterial entering the body and cause infections, which can lead to death.
<b>Slide 18</b>	In groups ask pupils to consider what will be the impact of the situation in the park? Encourage them to think broadly about all involved, future lives and relationships.
<b>Slide 19</b>	Cover any aspects that the pupils haven't come up with themselves. Reinforce that this one situation can have a huge impact on the lives of those involved and those connected.
<b>Slide 20</b>	Explain that joint enterprise is a law that means someone can be charged with murder even if they did not directly cause any injury. If Mikhail dies because of the stab wound, Chloe could be charged with murder because she handed Josh the knife and therefore it is reasonable to assume she knew he might use it to harm Mikhail. She did nothing to stop Josh using the knife.
<b>Slide 21</b>	Talk through likely sentencing for Josh.
<b>Slide 22</b>	Highlight fearless that they can report anonymously and that it's not 'snitching, it's doing the right thing'.
<b>Slide 23</b>	Ask pupils to complete the post-assessment questions. Use this data to inform future lesson planning.

## Pledges

In the year 5, 6 and 7 sessions we have included an opportunity for students to make pledges. As a show of unity against knife crime please share these on your social media channels using the hashtag #NottsAgainstKnives.

## Further information and guidance

For more information and links to key local and national organisations please consult the [Nottingham City](#) and [Nottinghamshire](#) Knife Crime Guidance for schools.

## Feedback

We welcome feedback on these materials so we can continually improve. Please complete this [form](#) with any feedback.