

# Communicating the impact of knife crime Extension lesson

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

Key Stage 2

This lesson was produced in partnership with the National Justice Museum, Nottingham.

With thanks to Make Agency, Kate Daniels, Islington Council and the families so deeply impacted by knife crime

## 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](http://www.childline.org.uk), [www.knifefree.co.uk](http://www.knifefree.co.uk), [www.fearless.org](http://www.fearless.org) along with 999 for emergencies are all good examples found on the Home Office guidance.

# Communicating the impact of knife crime | Extension lesson

## Learning objectives:

- To understand the problems related to knife crime and carrying knives
- To communicate what I have learnt about knife crime
- To know where to go for more support about knife carrying and knife crime.

## Learning outcomes:

- I can assess and consider the consequences and impacts of knife crime
- I can explain the main risks related to knife crime and carrying knives

## Keywords

Victim   Crime   Consequences

Offender   Perpetrator

## Important notes

This lesson is written for Year 5 and 6 primary year groups and is designed to be used as an extension from any one of the The Ben Kinsella Trust Primary School lessons. However, there is no reason why it can't be extended for use with older groups if you deem it appropriate.

It can also be used as an extension to visiting our anti-knife crime exhibition in London or the National Justice Museum in Nottingham.

Make sure you read the teacher notes before teaching this lesson – some of this material is highly emotive and

- A4 paper and pen for assessment
- Love and Loss Knife Crime Prevention Film by Islington Council  
<https://youtu.be/II-UiS-ga24>
- Whiteboards and pens
- A range of materials and resources to support the creative activity as required

it is important you follow the guidance set out in the teacher notes to consider how best to teach and support your pupils.

Prior to teaching this it is vital you talk to your Senior Leadership Team (SLT) and safeguarding lead to consider the appropriateness of this lesson, especially in regard to any personal bereavement or experience of violent crime children may have experienced in your cohort. Make sure all children are supported accordingly as this lesson addresses violence, death and bereavement directly.

For resources on how to support children with loss and bereavement, please see

<https://www.childbereavementuk.org>

## Starter | 10 mins

- Create a working agreement with the class (See teacher notes)
- Share the objectives
- **Assessment:** Hand out A4 paper and pens and ask the class to work independently and to write down everything they learnt in their previous lesson/lessons about knife crime. They can do this as bullet points, pictures, or a mind map for example.
- On completion, ask them to share their ideas with you. Write these on the board without commenting at this stage, then collect in their work for assessment and only then go over the board notes adding to, clarifying or addressing any misconceptions where required - leave these on the board for the rest of the lesson.

## Main | 45 mins

- Tell the children they are going to watch a film by Islington Council (London) called Love and Loss. Explain that this film shows real parents/families talking about the loss of their family member as a result of knife crime and how this has affected them, along with their thoughts on what they would like to say to anyone thinking of carrying a knife.
- Hand out whiteboards, pens and rubbers and tell them they can write down notes to remind themselves of what the messages were from some of the parents as they might find these useful for their work. (It would also be useful for you to write down any notes on a board or flipchart, without deleting the starter notes, on anything you hear in the film that shares a strong message about knife crime.)



- Show the film: Love and Loss Knife Crime Prevention Film by Islington Council (<https://youtu.be/II-UiS-ga24> | 3.35 mins total)
  - Allow time to discuss and pull out the main messages from the film.
- Activity:**
- Tell the class they are going to use what they have learnt from the film along with everything else from previous lesson / lessons to create a public awareness campaign to communicate the problem of knife crime and carrying knives. The Ben Kinsella Trust would like to upload the best pieces to their media platforms.
  - We would be thrilled to feature the best pieces of work from your class on our website and / or social media platforms. Where appropriate and with permission, we would also like to share the work in our anti-knife crime exhibition.
 

**Note:** You may also (or alternatively) want to create a school exhibition or display to share the work. Explain which options you choose to the children so they know the audience for the work. If you are sharing the children's work with the Ben Kinsella Trust, we may share the work publicly, but we will not share the children's names.
  - They can use any creative medium they like, e.g. written, visual, musical or spoken word to share what they have learnt to others and to spread the messages they have learnt about regarding the problems, dangers, impacts or solutions of knife crime and carrying knives (they can use the notes on the board / flipchart to support them).
  - An example would be to create a media placement (placing media to promote something). This could include designing an image/slogan/statement/quote/statistics) to be designed for and displayed on everyday objects around us such as:
    - a. clothes: hats, shoes/trainers, hoodies, coats etc.
    - b. food and drinks packaging, plastic bags etc.
    - c. billboards on bus shelters, roadsides, train stations, on the side of public transport, taxis etc.
    - d. On phone cases, skateboards, headphones etc.
  - Some may wish to work in pairs or in groups as well as individually so do consider which option would work best for your class or whether you wish to leave it for individuals to decide.
  - Allow time for the class to plan and create their work.
- \*You may wish to use this as a planning lesson and extend this into a project linking it to the other areas of the creative curriculum for further enrichment.*

## Plenary | 5 mins

- Allow time for the children to share their work.
- Recap on what they have learnt, looking back at the notes from the starter.
- 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](http://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](http://www.knifefree.co.uk) , <https://crimestoppers-uk.org/> , [www.fearless.org](http://www.fearless.org)
- 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.
- **Assessment:** Ask the class to write down their thoughts and feelings on what they have learned regarding knife crime and carrying knives. Including what the strongest/most important message/ messages that they have received about knife crime from these lessons is? Allow them time to complete. If you wish you could discuss these as class.
- **Extension:** You could create an exhibition of their work and invite other classes, parents and carers into school to see it.
- Sending your work to the Ben Kinsella Trust
- We would be thrilled to feature the best pieces of work from your class on our website and / or social media platforms. Where appropriate and with permission, we would also like to share the work in our anti-knife crime exhibition.
- Please send the completed work to:
  - **The Ben Kinsella Trust**  
info@benkinsella.org.uk
  - **The National Justice Museum, Nottingham**  
education@nationaljusticemuseum.org.uk

## Primary curriculum links:

These lessons lend themselves to being taught as part of PSHE and statutory Relationships and Health education, and contribute to the school's safeguarding.

### 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.