

**Links to Relationships Education, Relationships and Sex Education (RSE) and Health Education DFE Statutory Guidance**

**Respectful relationships including friendships:**

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- That some types of relationships are criminal, including violent behaviour and coercive control.

**The law:**

- In relation to knife crime and hate crime.

**Basic first aid:**

Life-saving skills, including how to administer CPR.

**Online and media:**

- Rights and responsibilities, online risks, what to do and where to get support to report material.
- The impact of viewing harmful content.
- Internet safety and harms.
- 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.

**Learning Objectives:**

- Recognise potentially dangerous situations and develop strategies for keeping safe.
- Learn conflict resolution and de-escalation techniques to avoid violence.
- Know where to seek help and support if needed.

**Links to PSHE Programme of Study:**

- **H30 (KS3)** how to identify risk and manage personal safety in increasingly independent situations, including online
- **H31 (KS3)** ways of assessing and reducing risk in relation to health, wellbeing and personal safety
- **H33 (KS3)** how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators
- **H22 (KS4)** ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
- **H23 (KS4)** strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
- **R28** to recognise when others are using manipulation, persuasion or coercion and how to respond
- **R35** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

- **R37** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
- **R42 (KS3)** to recognise peer influence and to develop strategies for managing it, including online
- **R47(KS3)** motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

### Key Information:

Starter activity: 10 minutes. Resource: body outline (Resource 1A doc)

Introduction/background/lesson objectives: 3 minutes

Ground rules: 2 minutes

Activity 1: 10 minutes

Activity 2: 20 minutes

Activity 3: 12 minutes. Resource: match-up sheet (Resource 1B doc)

Signposting: 3 minutes

### Starter activity:

Start the session by asking students if they remember how knife crime was defined in the KS3 lessons.

Definition: "A knife crime is when a knife or other sharp or sharpened object is used to hurt somebody, or threaten them into doing something, such as in an assault, a robbery or (more rarely) a sexual offence".

Give all students Resource 1A, asking them to jot down ideas relating to a typical person who would be a perpetrator of knife crime. Press through the PowerPoint animated prompts, giving students 30 seconds to respond to each prompt.

Ask students where we get our perceptions about knife crime perpetrators from. Once you have some initial ideas, share the information on the slide. Students might suggest we get them from sources such as friends and family, which are valid too.

Present slide 3 'key facts and statistics about people who commit knife crime'. Are we surprised by any facts and statistics? Why? Why not? What is suggested by the fact, '16.3% of known suspects were between 10 to 17 in the years 2020-2024'?

Move on to slide 4 and ask students what they remember from the KS3 lesson about why someone might carry a knife. Reveal the bullet points once you have ideas from the class.

Ask students to consider whether the notes they put around their figure matches the information. Are they rooted in fact or are they based on what we see and hear about knife crime perpetrators?

Mention the key takeaway statement on slide 4. It is important to emphasise that even though the figures paint a particular picture, knife crime can be committed by anyone, regardless of age, religion, gender etc. It is also important to share that people who carry knives are statistically more likely to be injured by their own knife.

### Introduction/background/lesson objectives:

Explain to the class that as we get older, we experience new scenarios and environments, and with these new experiences come new risks. This lesson will look at potential new experiences and what we should look out for in terms of risk, and how we can ensure our safety in these situations. Emphasise that knife crime is rare, and we should not avoid living our lives, but considering these situations can make us more confident as we become more independent in adult society.

Explain that you are also going to touch upon illegal situations that often involve the risk of knife crime.

### **Ground rules:**

Go through slide 6 with students so that they understand expectations. Emphasise the professionals within your school that a student can go to if they wish to speak someone confidentially after the session.

### **Activity 1:**

Click on slide 7 and ask students what potentially risky new experiences and environments they might encounter as they get older. There are two examples on the slide before you start the PowerPoint animation, to start the students off thinking. Once you have a range of ideas, click on the PowerPoint animation to reveal a range of ideas that you can compare their ideas with.

For slide 8, discuss why these situations might contain risk. Explain that most of the situations are not risky in themselves, but there are certain factors that could increase risk. Explain that domestic violence is a dangerous situation as it can escalate to tragic consequences.

Once you have ideas from the class, you can click again to reveal some ideas to encourage further discussion.

Click on slide 9 and allow students time to read through the real-life examples. Emphasise that although knife crime is rare, it does happen in situations that adults come across.

### **Activity 2:**

Split the class into small groups and display slide 10. Either ask each group to work through the questions based on a scenario of your choice or encourage each group to choose a scenario. Give the students 6 minutes to discuss it and make notes for the questions and spend the next 4 minutes getting feedback.

Students will discuss risks, what would make the situation worse, the safest course of action and how they could de-escalate the situation. De-escalation is key and you may wish to recap the de-escalation activities they completed during the key stage 3 lessons.

Point out; in scenario B the risks are severe, and the priority is immediate safety.

Students may discuss the points below.

### **Scenario A:**

Risks – physical harm (he could be getting a weapon or something to threaten you with). The car doors may be locked, trapping you in. A confrontation may lead to difficulties, especially if you are in a foreign country with an unfamiliar legal system.

What would make the situation worse – Shouting, insulting, threatening the driver.

Safest course of action – Stay calm, speak in a calm tone and try to reason with the driver. Paying may be best option. Exit the vehicle quickly.

De-escalation – non-threatening body language and no aggressive movements, calm tone, avoid direct confrontation. Use neutral words e.g. ‘We don’t want any trouble’.

### **Scenario B:**

Risks – immediate physical danger. If not addressed properly it could lead to a pattern of escalating violence.

What would make the situation worse – arguing or retaliation. Trying to take the knife. Challenging them.

Safest course of action – Stay as calm as possible. Create distance. Look for an opportunity to leave.

De-escalation – Lower your voice, slow your speech. Suggest changing environment. No aggressive movements.

### Scenario C:

When getting feedback for this scenario, explain that young people inadvertently end up in gang culture where knives may be more prolific, because they are lured by making 'quick money'.

Risks – getting involved in gang culture, possibly doing something illegal (arrest, police record)

What would make the situation worse – doing the job

Safest course of action – Tell your friend that you have another way of making money, but thanks for sharing this information.

De-escalation – Don't question your friend, change the subject

Repeat the process for slide 11.

### Scenario D:

Risks – Accidental injury. Escalation of the situation

What would make the situation worse – Mocking or challenging them. Don't try to take the knife.

Safest course of action – Stay calm. Disengage without challenging. Leave if possible

De-escalation – Use casual, non-threatening language. Redirect the conversation.

### Scenario E:

Risks – Immediate physical harm. They might give additional demands e.g. access to your banking app.

What would make the situation worse – Refusing to comply. Sudden movements.

Safest course of action – Stay as calm as possible. Comply. Keep hands visible. Don't try to be a hero. Run but only if there is a safe opportunity.

De-escalation – Use a submissive, non-threatening tone. Avoid eye contact and aggressive movements

### Scenario F:

Risks – Attacker may still be present. The crowd might panic.

What would make the situation worse – Running toward the scene without assessing. Trying to chase the attacker.

Safest course of action – Check for immediate danger. Call for help. Assist the victim if it is safe.

De-escalation – Avoid eye contact and aggressive movements.

Introduce the website Fearless and explain you can use the website to access non-judgemental information and advice about crime and criminality, and they provide ways for you to share information about crime anonymously.

### Activity 3:

Show slide 12 and explain that whilst we can risk assess situations and know the probable best course of action, there might be a situation where they discover someone has been stabbed. It is important to reiterate that they should under no circumstances put themselves in a dangerous situation, but if they are personally safe then it is important to act fast.

Hand out resource 1B, giving students time to match the statements to the areas at the top of the page. Go through answers and ask if there is anything else they need to consider. Add these to the list.

### Signposting:

Spend time looking at where students can get help and support. Remind students of the professionals within your school they can go to if they have concerns or wish to talk to someone about the content of today's lesson.

Explain that they can contact Fearless on 0800555111 to give information anonymously.

### Extension Activity

Ask students to create a poster outlining some key de-escalation techniques for anyone who is in a situation where there is a knife involved.