

# Keeping Safe Out and About

Lesson plans for Year 6 pupils



## Acknowledgments

### **With special thanks to:**

Maria Galster, Ambler Primary School, Islington  
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These lesson plans were developed by Sally Martin  
PSHE Education Advisory Teacher (Primary)  
Healthy Schools Team  
Cambridge Education @ Islington

For further support and information contact  
Helen Cameron  
Health and Wellbeing Manager  
Cambridge Education @ Islington



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# Introduction

These lesson plans have been written for teachers in primary schools who want to teach about the risks of participating in anti-social behaviour, gangs and gang related behaviour and keeping safe in the local area. They have been designed to be a part of the school's planned PSHE (personal, social, health and economic) education and citizenship curriculum and provide a clear and comprehensive guide for teaching, at a level that is appropriate for primary age pupils.

## How to use the lesson plans

We suggest that schools consider teaching these lessons in Year 6, but they could also be used with Year 5. They are most suited for use in upper Key Stage 2. For schools using the Islington PSHE education and citizenship scheme of work, it is a Year 6 unit of study, identified on the Year 6 overview and topic plan (see Appendices One and Two).

These lessons can be taught as they are written although they will need to be adapted to address the specific needs and requirements of the pupils in the class.



## How the lesson plans were developed

These lesson plans were developed following discussions with local teachers, PSHE education and citizenship subject leaders and head teachers who raised concerns about children becoming involved in, influenced by and initiating the behaviour of 'street gangs'. The police and police community support officers (PCSOs) also wanted to work with schools on this issue.

Before writing these lessons we looked at other resources available. It proved difficult to find appropriate plans that could be delivered to primary pupils. We recognised that schools would like guidance, suggested learning intentions and practical ideas to support teachers.

To ensure the lessons were relevant to issues arising in the local area, the Islington Gang Prevention Team were involved in the development of these lesson plans. Through discussions with them we were able to identify some of the key issues for children relating to gangs and gang related behaviour and ensure that these were addressed through the lesson plans.

The lessons were initially trialled in four primary schools in Islington. Both the pupils' and the class teachers' feedback was integral to shaping the final lesson plans.



## Teaching methods

The lessons use a variety of teaching techniques to develop pupils' knowledge and understanding, skills, attitudes and values. Three of the key teaching methods are detailed below.

A persona doll is used as a distancing technique to help the pupils to explore this topic without the need to personalise or share personal experiences. The use of the doll helps the pupils use their imagination and understand the experiences of others.

The teacher talks through the character's issue or problem with the pupils. Teachers will need to decide how best to introduce the use of the doll. This will depend, to some extent, on whether teachers already use persona dolls. However they are introduced, the doll must be given a name and a persona (some background information about their life, suggested details are been included in lesson one). The Islington Education Library Service has reference books on the use of persona dolls. To find out more information about using persona dolls, training, or to purchase persona dolls see [www.persona-doll-training.org](http://www.persona-doll-training.org)

Draw and write is used throughout these lessons to engage pupils in storytelling and to enable them to consider carefully some of the issues at specific points. The teacher reads the story and asks the pupils to draw illustrations or write about different parts of the story, as detailed in the lesson plans.

The teacher does not give the pupils any further information or help, it is important that all the responses are the pupils' own.

Draw and write helps to draw out pupils' ideas and is a useful assessment tool. It is integral for these lessons as it informs the planning of lesson three.

Inviting a visitor into the classroom such as a police officer or police community support officer (PCSO) to support the class teacher to deliver these lessons can help to enrich pupils' knowledge and understanding. The expertise of the visitor will be particularly valuable to teachers during lesson three, when pupils learn about the laws relating to anti-social behaviour.

Other issues may arise during the lessons which the visitor can be asked to advise pupils on, for example, how to be 'safe and seen' out and about at night. Teachers will need to liaise with the visitor to carefully plan their input for this unit of work.

The Islington gang prevention team can give advice and can support individual pupils or groups of pupils if required. **Contact Jenny Duggan, 020 7527 7076.**

*If a pupil should disclose involvement with a gang or gang-related behaviour, this should be reported immediately to the school's child protection officer.*



## A rationale for teaching about gang prevention at primary school

Through discussion with the Islington Gang Prevention Team some key issues for vulnerable younger pupils, gangs and gang related behaviour emerged. These included:

- ⦿ vulnerable younger pupils, as young as ten, mixing with young people aged thirteen plus who are already involved in gang-related behaviour
- ⦿ vulnerable younger pupils being 'groomed' to join gangs, on occasions by being given incentives such as a new pair of trainers
- ⦿ children being used for carrying weapons (or objects used as weapons) and drug running
- ⦿ the glamorisation of gangs and gang related behaviour via the media

*Teaching about gangs, gang-related behaviour and anti-social behaviour involves looking at a range of complex issues. It is for this reason that these lessons have been set within the context of keeping safe: out and about. The lessons deal with issues around identifying risk and exploring ways of resisting peer pressure.*



### These lessons reflect that:

- ⊙ children may well want to play out later or be out and about more during the long summer holiday as they get older and this may mean there is a higher possibility of being approached to take risks or engage in risky behaviour, or this may become more appealing at this time
- ⊙ that in essence it is OK to be friends with older children
- ⊙ a group or gang can be easily stereotyped as being good or bad
- ⊙ individuals may be more likely to be asked to do something risky with someone they know, than someone they do not know
- ⊙ there are signs that might suggest a situation is becoming 'risky' and this can be addressed before it reaches crisis point
- ⊙ it is not always easy to say 'no' without exploring some of the more complex issues around doing this

This teaching furthers pupils' understanding developed earlier in the primary curriculum, notably work on identity, belonging to groups, dealing with bullying, peer pressure, friendship, moral and social dilemmas and keeping safe in the local area.

Pupils have responded positively to this topic:

39/59 pupils thought these lessons are important for primary pupils

45/59 pupils thought the information discussed in the lesson is useful

### Pupils that took part in the trial lessons said they learned:

*"How to deal with what I'm not used to – not to take things I don't have to"*

*"To tell my mum, or anybody, anything I don't feel comfortable with and to be more careful in life"*

*"A lot about what I should do if I get a bit more freedom and to stick with people you know"*

*"You can't judge a book by its cover and that people can do these things, they are not impossible although they are unlikely"*

*"Now I know what to do if I was in that situation"*

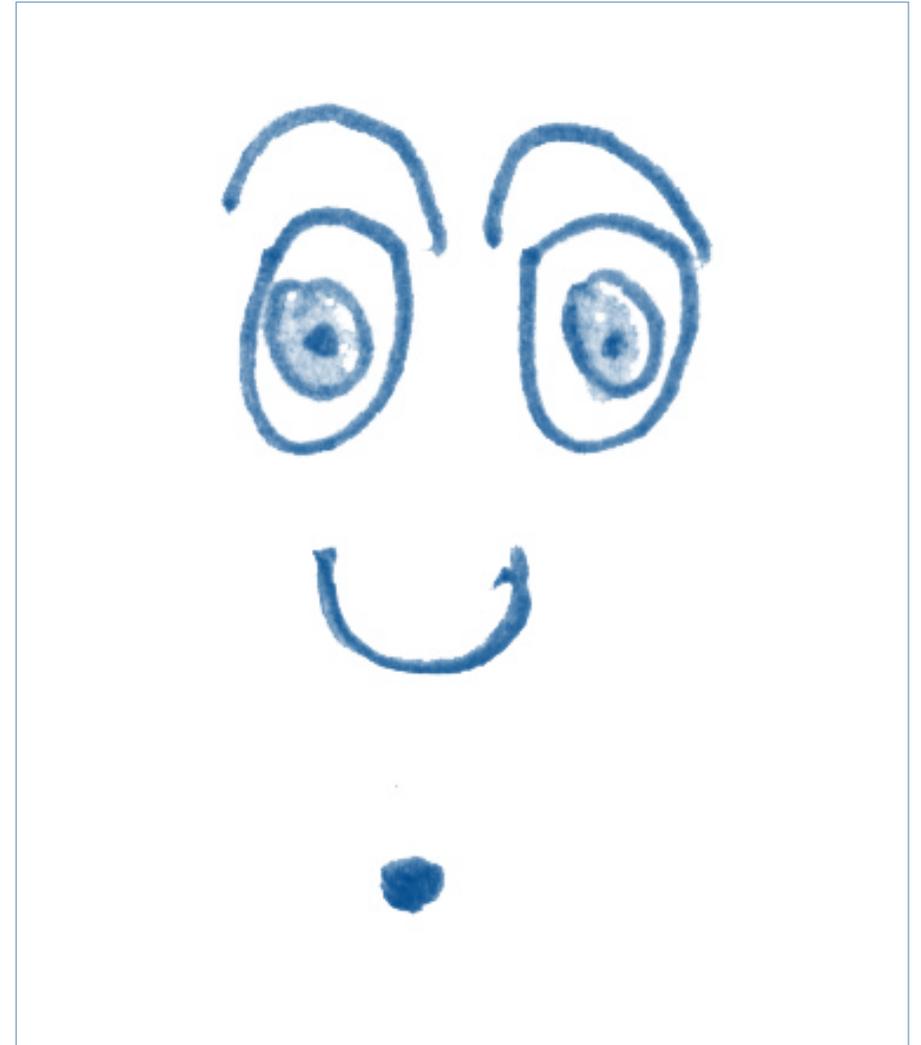


## Involving parents and carers

Parents and carers may have concerns around gangs and gang related behaviour. A workshop for parents would support them to consider some of the key issues and talk about how they can support their children to stay safe. School staff should take a lead on this but may wish to invite a police officer, PCSO or community warden to be involved, as appropriate.

### The workshop could include:

- ⦿ considering the police definition of the word 'gang' and how this often becomes confused with a group of young people
- ⦿ considering their own fears and concerns about their children being out and about
- ⦿ considering their children's fears concerns about being out and about
- ⦿ how they can talk to their children about keeping safe when they are out and about on their own
- ⦿ giving out leaflets and information about keeping safe and reporting crime in the community



# National Curriculum Links

## Key Stage 2, Year 4, Keeping SaFe: Out and About

### PSHE and Citizenship

NC Ref	Children should learn
1c	to face new challenges positively by collecting information, looking for help, making responsible choices and taking action
2b	why and how laws and rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
2c	to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
2d	that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these sometimes conflict with each other
2e	to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
2f	to resolve differences by looking at alternatives, making decisions and explaining choices
3a	what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices
3e	to recognise the different risks in different situations and then decide how to behave responsibly
3f	that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting peer pressure to do wrong
4d	to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
4e	to recognise and challenge stereotypes
4g	where individuals, families and groups can get help and support



This lesson explores with the pupils some of the possible risks and associated feelings about staying out later in the evening or being out and about in the holidays; feelings about walking past a group of young people; about what to do when you have an 'unsafe' feeling.

## Learning Intentions

Children learn:

- ⦿ to examine feelings around being out and about in the local area
- ⦿ to explore stereotypes
- ⦿ to begin to identify risks and risky behaviour

## Learning Outcomes

Children:

- ⦿ describe a range of feelings associated with being out and about with more freedom as they get older
- ⦿ can discuss how individuals and groups can be stereotyped which is not always a true reflection of their character
- ⦿ can begin to identify risks and risky behaviour out and about in the local environment

## National Curriculum Links:

1c, 2c, 2d, 2e, 3a, 3e, 4d, 4g

## Materials and Preparation

Persona doll or picture of a character (optional)

Blank A3 paper for each pupil

Pencils/pens

Masking tape

Blank pieces of A4 card

Marker pens

Flip chart or IWB

## Ground rules

Talk with the children about the rules for PSHE education and citizenship lessons.

You can use any format for the rules, including circle time rules. The important thing is to ensure that during these lessons the following rules are understood and followed: treat each other with respect/no put downs, no personal comments or questions and don't gossip. (For more information see 'Starting Well - classroom rules, pg 12 in the Islington scheme of work for PSHE education and citizenship).



## Hook activity

Give each child a piece of plain A3 paper and ask them to fold it into eight sections. Ask them to number each section (1-8).

Introduce X, using a persona doll or picture of a character or just by telling the story.

X is used throughout the lesson plans as a symbol for the character's name/he/she. The teacher or pupils can choose the name of the character but remember to be wary of stereotyping.

One way of introducing a persona doll to Year 6 might be:

*'We are going to use a doll to help tell a story. I know you are now in Year 6 and you are perhaps feeling you are too old to have dolls in the classroom now, but the doll is symbolising a character for our story. Does everyone feel OK with that?'*

Give the doll a chair to sit on, like the other pupils and introduce their name. Begin telling the story on the following page.



## Introductory activity

Tell the children the first part of the story of X:

*This is X, who lives in Flat 12, Aspley House on the Wellington estate. X lives there with X's mum and stepdad and new baby sister. Mum is often busy with Isla, X's new baby sister. One of X's favourite things to do is hanging out at the playground at weekends. X doesn't use the slides and stuff anymore – that's for the young kids now, but sometimes X and X's friends sit on the swings and chat, some of the time they just kick a ball about. X is getting a bit older now and has asked Mum if it would be alright to stay out to play a bit longer. Mum wasn't too sure but in the end decided it would be OK, after all it was all part of growing up.*

Discuss what is meant by staying out longer. Talk about when during the year, children might do this (summer holidays, for example) and about times of day when this might happen (an example might be twilight; the time between light and dark).

Ask the pupils to draw and/or write about the feeling or feelings X has about being allowed to stay out longer. Ask them to do this in section one on their paper. Pause to give the pupils time to jot down their ideas. Ask the pupils to share some of their ideas and discuss why X might be feeling these things.



Ask the pupils why Mum might be 'not too sure' – what might she be worried about? Make a list of the pupils' suggestions on a flipchart. Are there any similarities between Mum's concerns and X's?

Check whether the suggestions are realistic fears, ask the pupils how likely they think they are they to happen.

### Main activity

Continue the story of X. Explain that some time has passed.

*X is really enjoying playing out more. There are lots of others around too which makes it more fun. One evening, last week, on X's way home, X passed a group of older children that X didn't know very well, although X had seen them around. They all looked at X as X walked past.*

Ask the pupils to draw and/or write about the feelings X experiences as s/he passes the group of children. Ask them to do this in section two of their paper.

Pause to give the pupils time to jot down their ideas.

Ask the pupils to draw and/or write about what (if anything) X decides to do about this.

Ask them to do this in section three of their paper.



### Closing activity

Give the pupils a piece of A5 paper and ask them to draw the group that X walked past in the last part of the story.

Compare some of the pupils' drawings. Ask them to talk about the pictures they have drawn. Listen to the pupils responses and record their ideas on a flipchart. Ask the pupils whether X would have known what the group were like just by walking past them. Discuss stereotyping; did the way the group look influence how X felt walking past them? Is this a fair assumption?

### Additional activity (could be taught before the closing activity)

Lay a line of masking tape on the floor or the wall.

Ask pupils to feedback some of the feelings they thought X would have. As they make suggestions, write them on pieces of card and pin or place along the masking tape.

Ask the pupils to put the feelings in order (for example, fine to very worried).

Compare the different feelings pupils suggested.

Ask the pupils to justify why he/she may have been feeling this.

If pupils think X is very concerned about walking past the group, acknowledge their concerns and use this as an opportunity to explore some strategies for walking past a group and helping themselves to keep/feel safe.

Divide the pupils into small groups and ask them to role play the situation, considering carefully how to pass the group. Discuss whether walking past the group is a risk. Discuss what X should do about this.



This lesson explores stereotyping; feelings about being part of a group; risks and risky behaviour and begins to explore peer pressure.

## Learning intentions

Children learn:

- ⦿ to identify risks and risky behaviour

## Learning outcomes

Children:

- ⦿ can identify risks and risky behaviour out and about in the local environment

## National Curriculum Links

1c, 2c 2d, 2e, 2f, 3a, 3e, 3f, 4d

## Materials and Preparation

Persona doll – or picture of a character (from the previous lesson)

Draw and write A3 sheets (from the previous lesson)

Pencils/pens

Blank A5 paper

## Ground Rules

Remind the pupils of the ground rules for these lessons.



## Hook activity

Recap the story from the previous lesson.

## Introductory activity

Continue the story of X.

*Over the last few weeks X has become friends with the group. It turns out that X's cousin is one of the kids that were looking at X the other night. X's cousin has introduced X to the group. They're older than X but X has started hanging out with them a bit more now. X's friends from school seem a bit babyish in comparison.*

Give out the draw and write papers that pupils used in the previous lesson.

Ask the pupils to draw and/or write about how X feels about hanging out with the new group and to show what the group like to do. Ask them to do this in section four of their paper. Pause to give the pupils time to jot down their ideas.

Ask pupils to share their ideas.

Ask them to consider whether any of these things are, or could be, risky and why.

Should X take part in all of the activities?



## Main activity

Continue the story of X.

*'X thinks there may be a problem. In fact X is in a bit of a dilemma.*

*The other night one of the group/the group asked X to carry something across the estate to another group*

*or The other night one of the group/the group asked X to look after something*

*or The other night one of the group/the group asked X to do something*

Teachers will need to adapt this part of the lesson to what they think is appropriate for their class or explore each question separately.

Ask the pupils to draw and/or write what it was X was asked to carry/look after/do. Ask them to do this in section five of their paper. Pause to give the pupils time to jot their ideas. Then, ask the pupils to draw and/or write how X feels about doing this. Ask them to do this in section six of their paper. Pause to give the pupils time to jot their ideas.

Ask the pupils to draw and/or write what they think X should do. Ask them to do this in section seven of their paper. Pause to give the pupils time to jot their ideas.

Ask the pupils to draw and/or write what happens next. Ask them to do this in section eight of their paper. Pause to give the pupils time to jot their ideas.

**Not all pupils will develop a story that includes illegal, dangerous or risky behaviour – this is an ideal opportunity to challenge stereotyping and discuss the feelings that X might have in different situations.**

## Closing activity:

Ask pupils to share their storyboards with a partner. Ask them to identify the 'crisis' point if there is one in the story.

Where have things got very bad?

Where in the story could X have possibly prevented the situation from becoming so bad?

What signs could X have checked for?

What could X have done about this?

Who could X have asked for help?

Ask the pupils to feedback some of their ideas.

Ask the pupils to hand in the draw and write activity, analyse the pupils responses to help structure the following lesson.

You might decide to collate different sections of the draw and write and display the outcomes.



This lesson explores some of the consequences of anti-social behaviour, peer pressure and making positive choices.

## Learning intentions:

Children learn:

- ⦿ to explore the possible consequences of anti-social behaviour
- ⦿ to explore ways of resisting peer pressure

## Learning outcomes:

Children:

- ⦿ know and understand the consequences of anti-social behaviour
- ⦿ can describe possible ways to resist peer pressure

## National Curriculum Links:

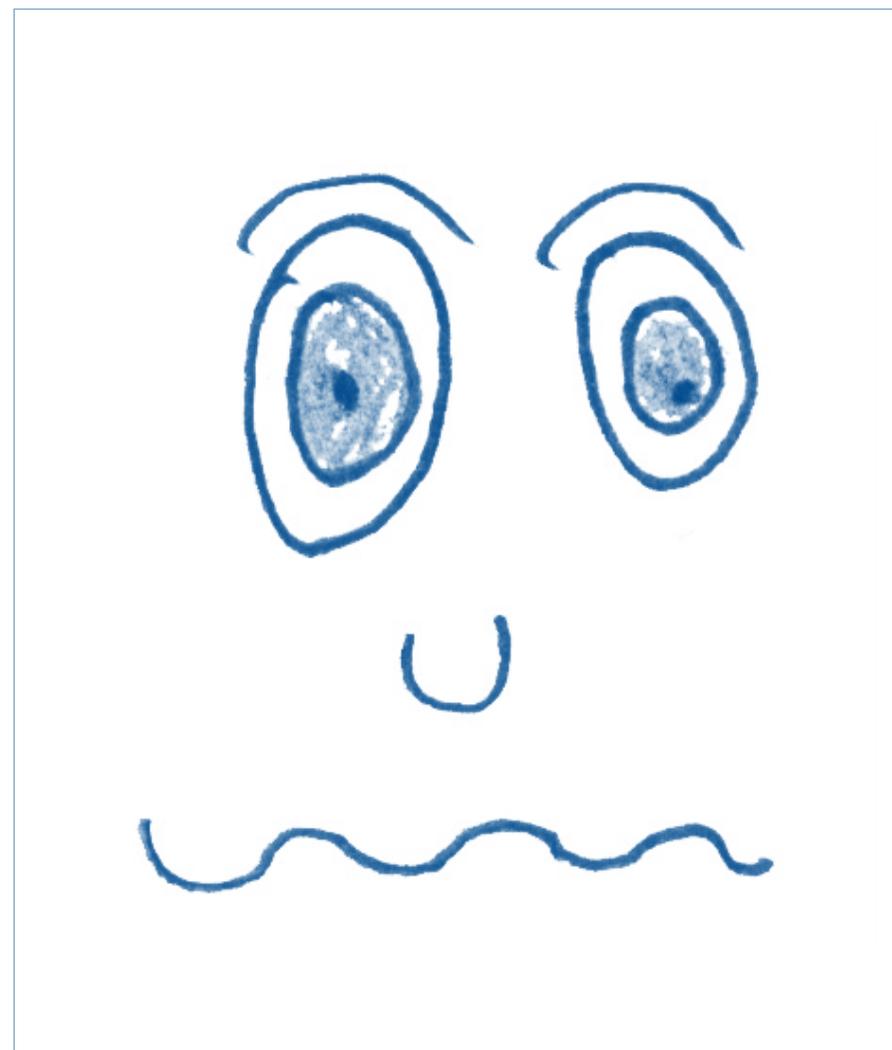
1c, 2b, 2c, 2d, 2e, 2f, 3e, 3f, 4d, 4g

## Materials and Preparation:

risk cards (pack: PSHEEsafe, w/s 1)  
scenario cards (pack: PSHEEsafe, w/s 2)  
mobile phone/s

## Ground Rules

Remind the pupils of the ground rules for this lesson.



## Hook activity

Recap the story. Remind the pupils that in the last lesson, they discussed how X could have possibly prevented the situation from reaching a 'crisis point'. Explain that people can usually, but not always do this. Explain to the pupils that in this lesson they will imagine X is in a very difficult dilemma and they will consider some ways they can help.

Give the pupils copies of the risk cards showing the range of objects that pupils suggested that X was asked to carry. Use the pupils' ideas from the previous lesson also.

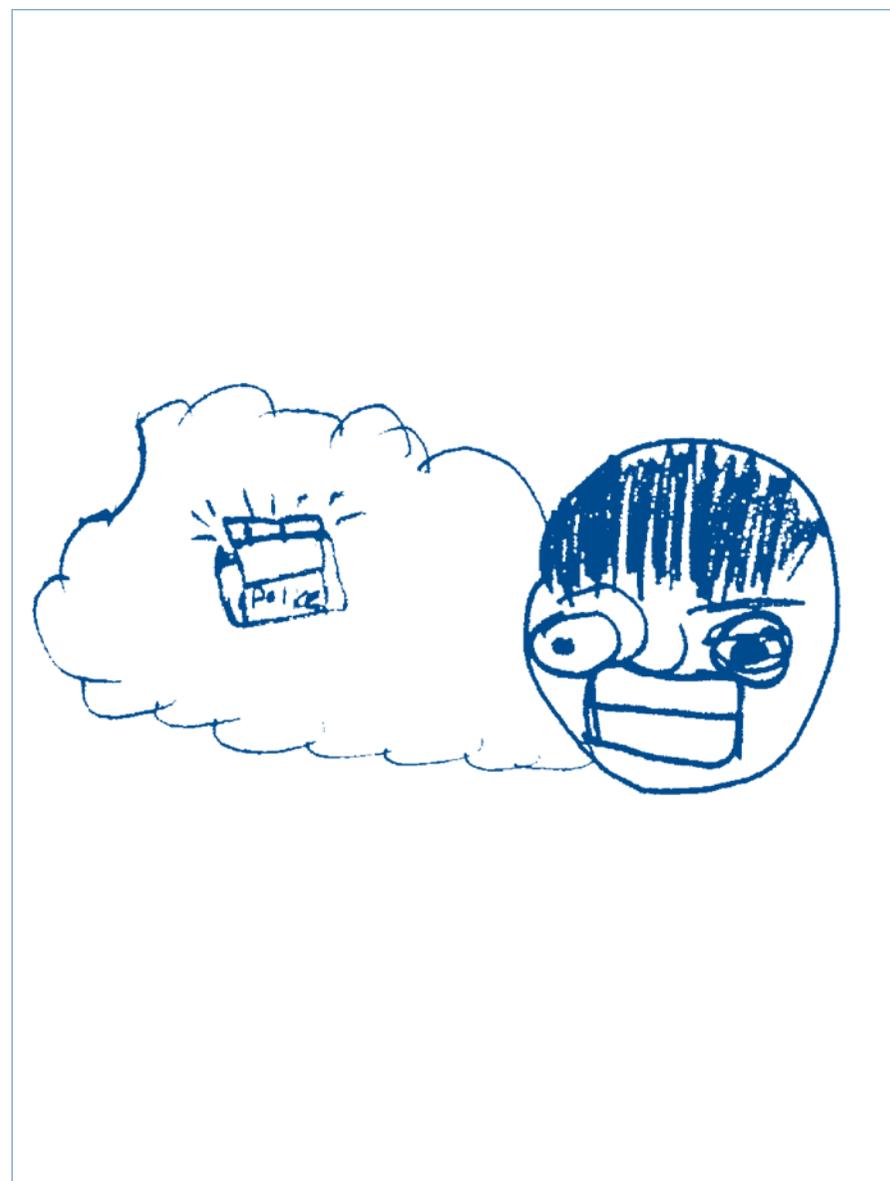
As a whole class, or in small groups, ask pupils to sort the cards into groups showing whether X should go ahead - 'OK', 'Not OK' and 'Not sure'.

## Introductory activity

Define what is meant by 'legal' and 'illegal'.

Ask the pupils to sort the pictures into 'legal' and 'illegal'.

The teachers' information sheets (Appendices 3 and 4) give information on the law, gangs, knives, guns, anti-social behaviour and drugs. A police officer or police community support officer (PCSO) could be invited in to support the delivery of this lesson.



## Main activity

Divide the pupils into groups of three or four.

Give each group a scenario card.

Ask the pupils to discuss the questions on the card.

Discuss how people can say 'No' to something they do not want to do.

Ask the pupils to role play the situations, imagining they want to say 'No' to the requests.

Discuss what else they might need to do – after the incident. (For example, report the incident to the police)

Give pupils information about where they can go for help if they ever feel in this position, for example, class teacher, parents/carers, PCSO, police, Childline 0800 11 11, Targeted Youth Support access point 020 7527 2600.

## Closing activity:

Ask the pupils what they have learned through these lessons. Ask them to think of whether these lessons will help them in the future and to share at least one idea with a partner.

Finish the story of X. Explain that following all the advice they have given X will hopefully decide to make a positive choice.

You might like to reintroduce the story at a later date to give further details.

**It is important that there is a positive outcome for X so be sure to finish the unit of lessons positively.**



# Risk Cards

Keeping Safe: Out and About



drink alcohol

Risk Situations

Keeping Safe: Out and About



smoke

Risk Situations

Keeping Safe: Out and About



steal

Risk Situations

Keeping Safe: Out and About



pet fish

Risk Situations

# Risk Cards

Keeping Safe: Out and About



cricket bat

Risk Situations

Keeping Safe: Out and About



knife

Risk Situations

Keeping Safe: Out and About



alcohol

Risk Situations

Keeping Safe: Out and About



drugs

Risk Situations

# Risk Cards

Keeping Safe: Out and About



cigarettes

Risk Situations

Keeping Safe: Out and About



graffiti

Risk Situations

Keeping Safe: Out and About



package

Risk Situations

Keeping Safe: Out and About



Football

Risk Situations

## Scenario Cards

### Keeping Safe: Out and About

#### **X has been asked to carry a knife**

How does X feel about this?

How risky is this behaviour?

What could happen if X says yes?

What could happen if X says no?

**What would you advise X to do?**

Scenarios

### Keeping Safe: Out and About

#### **X has been asked to join a gang**

How does X feel about this?

How risky is this behaviour?

What could happen if X says yes?

What could happen if X says no?

**What would you advise X to do?**

Scenarios

### Keeping Safe: Out and About

#### **X has been asked to steal a bike**

How does X feel about this?

How risky is this behaviour?

What could happen if X says yes?

What could happen if X says no?

**What would you advise X to do?**

Scenarios

### Keeping Safe: Out and About

#### **X has been asked to deliver a package**

How does X feel about this?

How risky is this behaviour?

What could happen if X says yes?

What could happen if X says no?

**What would you advise X to do?**

Scenarios

## Scenario Cards

### Keeping Safe: Out and About

#### **X has been asked to look after a pet fish**

How does X feel about this?

How risky is this behaviour?

What could happen if X says yes?

What could happen if X says no?

**What would you advise X to do?**

Scenarios

### Keeping Safe: Out and About

#### **X has been asked to graffiti a wall**

How does X feel about this?

How risky is this behaviour?

What could happen if X says yes?

What could happen if X says no?

**What would you advise X to do?**

Scenarios

# Appendix One: Year 6 Overview

## Islington scheme of work for PSHE education and citizenship

Autumn Term 1		Spring Term 1		Summer Term 1		
Year 6	SEAL Theme: New Beginnings		SEAL Theme: Going for Goals		SEAL Theme: Relationships	
		<b>Classroom Rules</b> <b>Knowing me, knowing you</b>	Me	<b>DATE:</b> <b>Be a solvent expert</b> Identifying solvents, their misuse and possible effects; planning a campaign to inform others	Me/Me and my relationships	<b>SRE (1) Reviewing puberty</b> Revising the changes that happen at puberty and exploring media images around gender
	Me	<b>Looking after myself</b> <b>What's best for me?</b> Exploring what being healthy means; knowing ways to keep healthy and identifying some choices about health	Me	<b>Keeping safe</b> <b>Basic emergency aid procedures</b> Identifying the steps to take in an emergency, e.g. an accident or severe reaction to solvents or alcohol. Knowing where to get help		<b>SRE (2) Relationships</b> Exploring the qualities of friendships and intimate relationships and understanding sexual intercourse in the context of relationships
	My place in the world	<b>Making a difference:</b> <b>National democratic process</b> Learning about national democratic processes, e.g. the voting system, political parties, Parliament				<b>SRE (3) How babies are made</b> Understanding sexual intercourse, conception, pregnancy and parenting
	Autumn Term 2		Spring Term 2		Summer Term 2	
	SEAL Theme: Getting on and Falling Out/ Saying No to Bullying		SEAL Theme: Good to be Me		SEAL Theme: Changes	
My place in the world	<b>Rights and Responsibilities</b> <b>Moral Dilemmas</b> Exploring moral and social dilemmas and recognising social justice and moral responsibility	Me	<b>Emotional Health</b> <b>Stress management</b> Identifying things that can cause stress, how our bodies and minds respond and learning some strategies to manage this	Me	<b>DATE:</b> <b>Alcohol</b> Understanding more about alcohol and exploring its use	
Me and my relationships	<b>Difficult Times:</b> <b>Exploring Violence</b> Exploring violence; why people resort to violence, the physical and emotional effects of violence, alternatives to violence and strategies to deal with violence			Me	<b>DATE:</b> <b>Illegal drugs</b> Reinforcing knowledge on illegal drugs and exploring attitudes around drugs and drug taking	
Me and my relationships	<b>Keeping Safe:</b> <b>Out and About</b> Identifying risks, exploring ways of resisting peer pressure, groups and gangs			Me and my	<b>Moving On:</b> Exploring changes, especially the change from primary to secondary school- sharing feelings about coping with specific issues; making new friends	



## (Islington scheme of work for PSHE education and citizenship)

Keeping Safe: Out and About	
Identifying risks, exploring ways of resisting peer pressure, groups and gangs	
Learning Intentions	Learning Outcomes
<p>Children learn:</p> <ul style="list-style-type: none"> <li>To examine feelings around being out and about in the local area</li> <li>To identify risks and risky behaviour</li> <li>To explore ways of resisting peer pressure</li> <li>To explore the possible consequences of anti-social behaviour</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>can describe a range of feelings associated with being out and about with more freedom as they get older</li> <li>can identify risks and risky behaviour out and about in the local environment</li> <li>can describe possible ways to resist peer pressure</li> <li>know and understand the consequences of anti-social behaviour</li> </ul>
National Curriculum	SEAL Theme
<p><b>PSHEC:</b> 1c, 2b, 2c, 2d, 2e, 2f, 3e, 3f, 4d, 4g, 4e</p> <p><b>QCA Assessment:</b></p> <ul style="list-style-type: none"> <li>Children can make judgements and decisions</li> <li>Children can list some ways of resisting negative peer pressure</li> <li>Children can identify and explain how to identify and manage risks in different familiar situations.</li> <li>Children can explain how their actions have consequences for themselves and others</li> <li>Children can respond to or challenge, negative behaviours such as stereotyping and aggression</li> </ul> <p>Gangs in Islington refer to groups of young people who can be described as 'street gangs' rather than organised criminal networks, although they may participate in anti-social and criminal behaviour. Intelligence suggests that younger people and female associates of the gangs are being used to carry weapons and drugs, in order to avoid detection by police when performing stop and searches on older male members.</p>	<p><b>Getting On and Falling Out/Saying No to Bullying</b></p>
Suggested Activities and Resources	Success Criteria
<ul style="list-style-type: none"> <li>A story and draw and write activities about feelings and making positive choices in risky situations</li> </ul> <p>Keeping Safe: Out and About: Lesson Plans for Year 6 – (1, 2 &amp; 3) (These lessons have been produced in association with the Islington gang prevention team)</p> <ul style="list-style-type: none"> <li>The Islington gang prevention team are available to support lessons in school. Contact Jenny Duggan on 020 7527 7076</li> </ul> <p><b>SEAL LINK:</b> Add some ideas from the lesson plans above to the list of scenarios – debate 'is it bullying?' Say no to bullying: Green book p 32</p>	<p><b>Personal Skills:</b></p> <ul style="list-style-type: none"> <li>I can make informed choices</li> <li>I can make choices and take responsibility for my decisions</li> <li>I can predict the consequences of my actions for myself and other people</li> <li>I can be assertive</li> </ul> <p><b>Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>I can use my instincts and feelings when making a choice</li> </ul> <p><b>Social Skills:</b></p> <ul style="list-style-type: none"> <li>I can avoid being influenced or pressurised into doing something I don't want to</li> <li>I can ask for help</li> </ul>
Books to support the topic	Home/school link activity:
<p>Crime in the community. (Series: In the news) Iris Teichmann</p> <p>In the street. (Series: Respect) Kate Brookes</p> <p>Why do people commit crime? Alex Woolf</p>	<p>Talk to parents about knowing where their children are, who they are with and what time they are allowed out until. Schools might like to hold a parents workshop on this.</p>



### Gangs and the law

It is not illegal to belong to a gang, however, committing any crime as part of a group or gang may lead to a longer prison sentence when a case goes to court

If someone is injured or killed in the presence of others, even if they are not using the weapon and/or did not agree to the attack, they too could be prosecuted. This is referred to as 'joint enterprise'.

#### The definition of a gang

*The word 'gang' can mean different things to different people.*

*The police define the word 'gang' as below:*

*A gang is usually considered to be a group of people who spend time in public places that have:*

- *caused harm to the community*
- *been involved in persistent criminality, with violence a key element of group identity and solidarity*
- *a name, an area, a leader, or a set of rules*

*[www.safe.met.police.uk](http://www.safe.met.police.uk)*

### Knives and the law

It is illegal for a shop to sell any kind of knife to someone under 18. This includes kitchen knives and even cutlery. Some knives, such as flick knives, are illegal for even adults to buy.

It is illegal to carry a knife (regardless of whether a person says it is for their own protection or if they are carrying it for someone else)

Possession of a knife can mean up to 4 years in prison even if it is not used

Causing the death of someone with a knife can lead to a life sentence in prison

### Guns and the law

It is illegal for a shop to sell guns (including imitation guns) to anyone under 18-years-old, or to sell realistic imitation guns to anyone.

It is illegal to carry a gun (regardless of whether a person says it is for their own protection or if they are carrying it for someone else)

Possession of a gun can mean a minimum 5-year sentence

Causing the death of someone with a gun can lead to a life sentence in prison



## Weapons and the law

An offensive weapon is any object that has been made or adapted to cause injury or is carried with the intention of causing injury. This covers anything from purpose-built weapons such as guns and knives, to snooker cues, base ball bats and crutches.

## Anti-social behaviour and the law

Anti- social behaviour can include:

- ⊙ graffiti and/or vandalism
- ⊙ littering or dumping rubbish
- ⊙ misuse of fireworks including using them late at night
- ⊙ shouting or noisy behaviour in places where this might be annoying or upsetting (eg outside someone's house)
- ⊙ using rude, abusive or insulting language
- ⊙ threatening behaviour or bullying - including on the internet, mobile phones or other electronic media
- ⊙ uncontrolled or dangerous dogs
- ⊙ theft
- ⊙ joyriding or using vehicles in an anti social manner (for example blocking access, noisy radios)
- ⊙ excessively drinking alcohol, alcohol related trouble
- ⊙ buying and selling drugs in the street

Many acts which may constitute anti-social behaviour are also criminal offences and people who commit them may be arrested.

Committing anti-social behaviour may lead to receiving an acceptable behaviour contract, an anti-social behaviour order (ASBO), fines or a prison sentence.

## Anti Social Behaviour Order (ASBO)

An ASBO sets out rules that a person must adhere to. It is not a criminal record but if the terms of the ASBO are breached, the law has been broken and further action will be taken. This is likely to mean being arrested and a possible prison sentence.

## Reference

[www.safe.met.police.uk](http://www.safe.met.police.uk)



## Appendix 4: Drugs and the Law

### Controlled drugs

For these drugs there are a series of offences that a person can be charged with:

- ⊙ unlawful possession
- ⊙ intent to supply
- ⊙ unlawful supply or offering to supply (even when no money changes hands e.g. offering to supply to friends)
- ⊙ allowing the premises they occupy or manage to be used for unlawful production or supply of controlled drugs.

Controlled drugs are classified as class A, B or C. Offences involving class A drugs are subject to more severe penalties.

To enforce the law the police have special powers to stop, detain and search people on 'reasonable suspicion' that they are in possession of a controlled drug.

### Class A

Cocaine and crack cocaine

Heroin

Ecstasy

LSD

Magic mushrooms (whether fresh or prepared e.g. dried or stewed),

Methylamphetamine (Crystal meth) and other amphetamines if prepared for injection

### Class A drugs are illegal to possess, give away or sell

Possession can mean up to seven years in prison and/or an unlimited fine.

Supply can lead to life sentence in prison and/or an unlimited fine.

### Class B

Cannabis \*

Amphetamines (Speed)

### Class B drugs are illegal to possess, give away or sell

Possession can mean up to five years in prison and/or an unlimited fine.

Supply can lead up to fourteen years in prison and/or an unlimited fine.

### Class C

Tranquilizers (if not prescribed by a pharmacist)

GHB (Gamma hydroxybutyrate)

Ketamine



## Class C drugs are illegal to possess, give away or sell

Possession can mean up to two years in prison and/or an unlimited fine.

Supply can lead up to fourteen years in prison and/or an unlimited fine.

## Alcohol

**5 years and under** – It is illegal to give an alcoholic drink to a child under 5 except in certain circumstances (e.g. under medical supervision).

**Under 14** – A person under 14 cannot go into a bar or pub unless the pub has a 'children's certificate'. If the bar or pub does not have a certificate they can only go into parts that are not licensed and where alcohol is either sold but not drunk (e.g. a sales point away from the pub), or drunk but not sold (e.g. a beer garden or family room).

**14 or 15** – They can go anywhere in a pub but cannot drink alcohol.

**16 or 17** – They can drink (but not buy) beer, wine or cider in a licensed premises, so long as it is bought to eat with a table meal, eaten in the designated eating area and accompanied by an adult\*.

**Under 18** – With the exception of having a meal in a pub, it is against the law for anyone under 18 to buy alcohol in a pub, off-licence or supermarket. It is also illegal to buy alcohol in a pub for someone who is not 18.

**Anyone over 18** can buy and drink alcohol legally in licensed premises in Britain.

It is not illegal for a person under 18 (but over 5) to drink alcohol at home or at a friend's house. Parents can choose to give young people some of their own alcohol when at home. However, guidance from Department of Health suggests the safest option for children and young teenagers up to and including the age of 14 is not to drink at all.

## It is against the law:

- ⊙ to be drunk in charge of a child under 7 (in a public place or on licensed premises)
- ⊙ to sell alcohol to someone under 18
- ⊙ for someone under 18 to buy or attempt to buy alcohol
- ⊙ for an adult to buy alcohol for a person under 18 (except as above\*)
- ⊙ to drink drive – drive whilst being 'unfit' to do so

## Drink driving

The law defines being 'unfit' to drive as having over:

- ⊙ 80mg of alcohol per 100ml of blood
- ⊙ 35mg of alcohol per 100ml of breath
- ⊙ 107mg of alcohol per 100ml of urine

If convicted of drink driving the offender can be disqualified from driving for at least 12 months and fined up to £5,000. They could face a prison sentence of six months.



## Tobacco

It is illegal for shopkeepers to sell tobacco or tobacco products to anyone under the age of 18.

It is illegal to smoke in all enclosed public places and workplaces.

## Solvents

Solvent misuse is not illegal. However, in England and Wales it is illegal for shopkeepers to sell intoxicating substances to anyone under 18 if they think they may inhale them.

It is an offence to supply butane gas lighter refills to anyone under the age of 18.

## Cannabis

The government reclassified cannabis from Class C to Class B in January 2009.

Possessing even a small amount of cannabis can mean the police will confiscate the drug and can lead to arrest. What the police will do depends on the circumstances and the age of the offender:

- ⦿ Under 18: given a police reprimand and parent or guardian contacted. If the offender is caught possessing cannabis for a second time, they are likely to be given a final warning and referred to the Youth Offending Team
- ⦿ 18 and over: given a police warning. If the offender is caught for possessing cannabis a second time they are likely to be given a Penalty Notice of Disorder, which is an on-the-spot fine of £80. This gets logged on the police national computer.

If an offender of any age is caught with cannabis for a third time it is likely he or she will be arrested. Further offences could result in a criminal record and lead to five years in prison plus an unlimited fine.

Using cannabis to relieve pain is also an offence. Possession of cannabis is illegal whatever it is used for.

## References

<http://www.talktofrank.com>

Department of Health (2009) *Draft Guidance on the Consumption of Alcohol by Children and Young People from the Chief Medical Officers of England, Wales and Northern Ireland.*



