

PCSHE Booklet – Year 9

- Topic 1 – Peer Influence and Gangs
- Topic 2 – The Justice System

Name: _____

Class: _____

Teacher: _____

Year 9 Curriculum Overview			
Topic 1: Peer influence and gangs Healthy and unhealthy social groups, assertiveness, and gang exploitation	Topic 2: Justice System Laws, justice systems, role of the police, courts and tribunals, public institutions and voluntary groups, the Equality and Protected Characteristics	Topic 3: Respectful and Intimate Relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes, consent, contraception, the risks of STIs, and attitudes to pornography.	Topic 4: Healthy lifestyle Choices about diet and exercise, healthy sleep, dental health

If you need any support...

1. Home/school support: a friend, teacher, tutor, parent, Mrs Loveridge, Mr Ogden, Mrs Jones, Mr Hayward.
2. Childline: www.childline.org.uk Contact number: 0800 1111
3. Crimestoppers: <https://crimestoppers-uk.org/> Contact number: 0800 555111
4. Victim support: www.victimsupport.org.uk Contact number: 0808 16 89 111
5. Runaway helpline:
<http://www.runawayhelpline.org.uk/advice/gangs/> Call or Text 116 000 or email 116000@runawayhelpline.org.uk.

Knowledge Organiser – Topic 1

Section 1: Key Words		Section 2: Healthy and Unhealthy Social Group	
PCSHE	Personal, Citizenship, Social, Health Education; teaches skills to stay healthy and safe.	<p>Healthy Groups: Positive social groups are based on shared interests and mutual respect. They do not require you to change your identity or take risks to "belong."</p> <p>Why might someone join a gang?</p> <p>They promise things that seem missing in their live such as a sense of belonging, protection from bullies, "easy" money, or status/respect from peers.</p> <p>The Recruitment Process: Gangs often use coercion (threats) or "grooming" techniques. This can include:</p> <ul style="list-style-type: none"> • Persuasion: Using nicknames and making you feel special. • Indebtedness: Giving you gifts or money so you feel you "owe" them. • Risk-taking: Encouraging dangerous behaviors, like running in front of cars, to test your bravery. 	
Gang	An organised group of criminals.	<p>Section 3: Gangs and Knife Crime</p> <p>Methods of Exploitation and Control</p> <ul style="list-style-type: none"> • Transfer of Responsibility: A key tactic used by senior gang members is to have newer or younger members carry and deliver illegal "packages". This is a deliberate attempt to transfer criminal responsibility away from the leaders and onto the individual carrying the item. • Nature of Illegal Packages: While contents are often kept secret, these packages typically contain illegal and dangerous items such as weapons, drugs, stolen goods, or money. • Manipulation of Loyalty: Gang culture twists the concept of loyalty. Members are often pressured to "prove" their loyalty by performing acts they are deeply uncomfortable with, which may involve violence or risk-taking. • Initiation and "Buy-In": These acts of "proving" oneself are used to create "buy-in," where a person feels they have sacrificed so much that they must continue to protect and stay in the gang to justify their past actions. • Gender-Based Exploitation: In gang environments, female members are frequently subjected to abuse and may be used as "sexual currency" or rewards for other members. <p>The Risks of Involvement</p> <ul style="list-style-type: none"> • Legal and Physical Dangers: Carrying or delivering illegal items leads to a high risk of arrest, regardless of whether the individual owns the items. Individuals are often forced to operate in dangerous areas or interact with dangerous people, increasing the risk of being attacked or stabbed. • Indebtedness: If a member loses a package or item (e.g., through being attacked or a police search), they are often told they must work for free to "pay back" the debt, deepening their entrapment in the group. • Social and Future Impacts: Participation in gang activities leads to significant personal sacrifices, including: <ul style="list-style-type: none"> • Education: Members often skip school to perform tasks for the gang. • Independence: Loss of the freedom to make one's own decisions. • Career Prospects: A permanent criminal record can prevent future employment and travel. • Healthy Relationships: Destruction of positive friendships and family bonds in favor of the gang. 	
Coercion	Persuading someone to do something using force or threats.		
Stereotype	A fixed and oversimplified idea of a particular type of person or thing.		
Equality Act	A law that aims to prevent discrimination based on protected characteristics.		
Joint Enterprise	A legal rule where you can be charged for a crime committed by someone you are with.		
Criminal Responsibility	Being legally accountable for your actions; the age of responsibility starts at 10.		
Exit Strategy	A planned way to safely leave a dangerous situation or group.		
Equality Act	The 2010 law that protects people from discrimination based on "protected characteristics" like race or age.		
Criminal Records	A permanent record of your crimes that can stop you from getting jobs or travelling to certain countries.		

PCSHE Year 9 Topic 1 – Peer Influence and Gangs

Knowledge Organiser – Topic 1

PCSH Year 9 Topic 1 – Peer Influence and Gangs

Section 4: Law, Knife Crime and Exit Strategies

Key Legal Facts vs. Common Myths

The law regarding weapons and group behaviour is often misunderstood. It is vital to know the following facts:

- **The Age of Criminal Responsibility:** In England and Wales, children as young as **10 years old** can be arrested and charged with a crime. You are legally responsible for your actions from this age.
- **Knife Possession Laws:**
 - **The Law:** It is a crime to carry a knife in public without "good reason" (e.g., for work or religious reasons).
 - **The Penalty:** Carrying a knife can result in a **5-year prison sentence**, even if the knife is never used or shown to anyone.
 - **Sales:** It is illegal for any retailer to sell a knife to anyone under the age of **18**.
- **Joint Enterprise:** This legal doctrine means that if you are part of a group and one person commits a crime (such as a stabbing), **every member of that group** can be arrested, charged, and sent to prison as if they had committed the act themselves. Being a "lookout" or simply standing by makes you legally involved.

Police Powers: Stop and Search

Under UK law, the police have specific powers to prevent crime:

- **Reasonable Grounds:** Police can stop and search you if they have "reasonable grounds" to suspect you are carrying a weapon, illegal drugs, or stolen property.
- **The Process:** During a search, you have the right to be treated with respect, but you must cooperate. Resisting a lawful search can lead to further legal trouble.

The Reality of the "Safe Exit"

Leaving a gang becomes increasingly difficult the longer a person is involved due to the pressure, threats, and "debts" manufactured by gang leaders.

- **Early Intervention:** The safest time to leave is at the first sign of pressure—before any criminal acts are committed.
- **Refusal Strategies:** This involves firmly saying "no" to small requests, such as carrying "packages" or skipping school, which are designed to test your obedience.
- **The Support Network:** No one is expected to leave a gang alone. Safety is found by engaging with a support network. This includes:
 - **Adult Mentors:** Teachers, tutors, or parents.
 - **Confidential Reporting:** Using anonymous services to report gang activity without putting yourself at risk of being labelled an "informant."

Impact of a Criminal Record

A criminal record for knife possession or gang-related activity is permanent and has long-term consequences:

- **Employment:** Many jobs (especially in healthcare, teaching, or law) will not hire people with certain criminal records.
- **Travel:** Countries like the USA and Australia often deny visas to individuals with criminal convictions.
- **Education:** Serious offenses can lead to permanent exclusion from school and rejection from universities.

Where to Get Support:

If you are concerned about gang activity or knife crime, you can access support through the following channels:

- **In School:** Speak to your Head of Year, Tutor, or Safeguarding leads (**Mrs. Loveridge, Mrs. Jones, Mr. Burke, or Mr. Hayward**).
- **Crimestoppers / Fearless:** Call **0800 555 111** or visit **Fearless.org**. You can report crime **100% anonymously** without giving your name.
- **Childline:** Call **0800 1111** for confidential advice for anyone under 19.
- **Runaway Helpline:** Call or Text **116 000** for support if you feel pressured to leave home or join a group.
- **Victim Support:** Call **0808 16 89 111** if you have been a victim of or witness to a crime.

Knowledge Organiser – Topic 2

Section 1: Key Words		PCSHE Year 9 Topic 2 – The Justice System	
Legislature	The law-making body (in the UK, this is Parliament).	<p>Section 2: The Law</p> <p>The law provides protection, common rules, and guidelines for society. It is applied by courts, judges, and the police.</p> <ul style="list-style-type: none"> • Criminal Law: Rules defining behavior banned because it threatens public safety. <ul style="list-style-type: none"> • Parties: The Government vs. the Defendant. • Standard of Proof: Must be proved "beyond reasonable doubt". • Examples: Murder/manslaughter, carrying a weapon, or biting someone during a sports game • Civil Law: Deals with "offences" that are not crimes, usually disputes between private parties. <ul style="list-style-type: none"> • Parties: Claimant vs. Defendant. • Standard of Proof: "Balance of probabilities". • Remedy: Usually "damages" (money to compensate for loss). • Examples: Trespassing (taking a shortcut), unfair dismissal, or breaking a contract. <p>The Court Hierarchy</p> <ol style="list-style-type: none"> 1. Magistrates' Court: Trials for most criminal offenses and some civil matters; managed over by volunteer magistrates. 2. Crown Court: Trials for serious criminal offenses and appeals from Magistrates' courts. 3. High Court: Hears appeals from different courts. 4. Court of Appeal: Hears criminal and civil appeals only on points of law. 5. Supreme Court: The final court of appeal for criminal and civil cases. <p>Section 3: How are laws made?</p> <p>Laws are made by the Legislature (Parliament), which consists of the House of Commons and the House of Lords.</p> <p>The Process from Idea to Law</p> <ol style="list-style-type: none"> 1. Inspiration: Ideas come from political manifestos, interest groups, or expert bodies. 2. Green Paper: A proposal for change shared with interested parties to gather views. 3. White Paper: A government document setting out clear intent to create a law and inviting public feedback. 4. The Bill: A formal proposal for a new law. 5. Parliamentary Stages: A Bill must pass through both Houses in these stages: First Reading, Second Reading, Committee Stage, Report Stage, Third Reading, Consideration of Amendments, and finally Royal Assent (signed by the King/Queen). 	
Defendant	The person accused of a crime or being sued in a civil case.		
Claimant	The person who starts a civil legal case against someone else.		
Coercion	Persuading someone to do something by using force or threats.		
Solicitor	A lawyer who represents clients and prepares legal documents.		
Barrister	A lawyer who specializes in arguing cases in court.		
Royal Assent	The final stage where the Monarch formally signs a Bill to make it law.		
Beyond Reasonable Doubt	The high level of proof needed to find someone guilty in a criminal trial.		
Implement	To put a plan or a law into action.		
Consultation	A meeting or process to get advice or opinions from others.		
Amended	Changed or improved (usually referring to a document or law).		
Prohibit	To formally forbid something by law or rule.		
Deterrent	Something that discourages someone from doing something.		

Knowledge Organiser – Topic 2

PCSHE Year 9 Topic 2 – The Justice System

Section 4: The Police and their Powers

Police powers are governed by the **Police and Criminal Evidence Act 1984** to balance safety with public rights.

- **Stop and Search:** Police can search you if they have "reasonable grounds" to suspect you have drugs, weapons, or stolen goods.
 - **Limits:** They *cannot* stop you based on age, race, hairstyle, or past trouble.
 - **Rights:** You are entitled to the officer's name, their station, and the reason for the search.
- **Arrest and Detention:**
 - **Caution:** Police must warn you that what you say may be used as evidence.
 - **Time Limit:** You can generally only be held for **24 hours** without being charged or released.
 - **Rights in Custody:** You have the right to free legal advice from a solicitor.

Section 5: Youth Justice

- **Criminal Responsibility:** In England and Wales, children are responsible for crimes from age **10** and can be arrested.
- **Appropriate Adult:** If you are under 16, a parent, guardian, or volunteer *must* be present during questioning.
- **Sentencing and Punishment:**
 - **Fine:** A financial penalty for the offense.
 - **Community Sentence:** Includes unpaid work or curfews.
 - **Criminal Behaviour Order (CBO):** Used for serious, persistent offenders to stop anti-social behavior.
 - **Custodial Sentence:** Time in a Young Offender Institution; removes dangerous people from society but is expensive.

Where to Get Support

If you are affected by any of the issues discussed in these lessons, you can seek help from:

- **Childline:** For confidential advice and support for young people.
- **A Trusted Adult:** A teacher, parent, or school counselor who can help you navigate legal or safety concerns.
- **Citizens Advice:** For information regarding civil law disputes like housing or employment.

Low Stake Quiz

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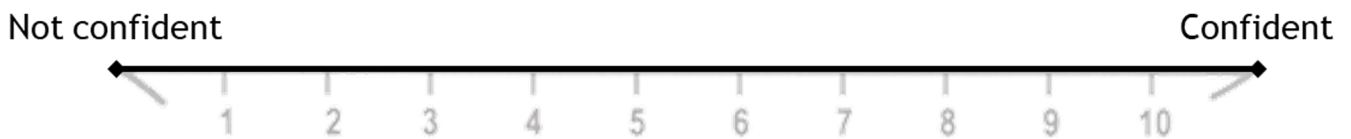
8. _____

Sliding Scale – Lesson 1

Healthy and Unhealthy Social Groups

Sliding Scales

I can differentiate between the features of healthy friendships and those associated with gang membership.



I can explain why the need to belong is so important and why it can influence behaviour and attitudes.



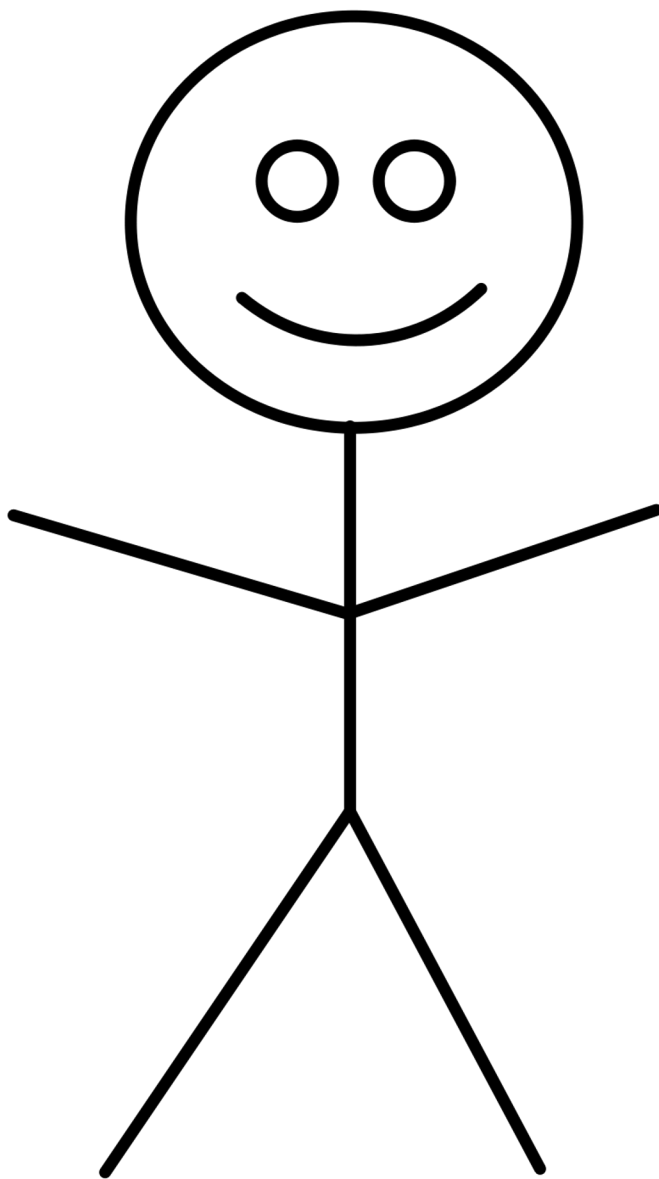
I can explain why some young people might want to join a gang, but most others do not.



Key words: gang, coercion, identity, peer influence

Task 1: Imagine this is someone your age...

1. Around the stick person, write down why this person might have joined the gang, why they may stay in the gang and what it's like to be a gang member.
2. Add what you think the risks of their gang membership might be, to the person and to others, and the kinds of activities they get involved in.
3. Add where this person could go to for help if they needed it.



Task 2: Read the story based on Jay, Mo, Ariana, and Zach. In the story Mo says there are signs that Zach and Ariana are part of a gang. Highlight those signs.

Part 1

Jay and Mo have been friends since primary school and hang out together all the time. They aren't quite part of the 'in crowd' but they are well liked and get invited to parties and events, just the same.

It's spring term and a new girl – Ariana - comes over and starts chatting to Jay and Mo. They all get along really well and she invites them along to her friend Zach's hangout. Mo isn't sure it's a good idea as Zach is a few years older and well known as quite a threatening character who lives in a no-go part of town. Zach has recently posted some music videos which have gone viral which Jay thinks are great and wants to use to inspire his own videos. Jay also really fancies Ariana so he persuades Mo to go anyway.

Once they get there, Mo feels quite uncomfortable. There seems to be a lot of people squaring up to one another with threats and shoves plus some of the group are showing each other knives. Mo and Jay are offered beers and smokes – Mo takes a beer but decides not to smoke. Jay takes both and spends hours trying really hard to impress Ariana and Zach. When the group dare him to run across the road as a truck is approaching, Jay goes for it as he thinks he will have a better chance of being accepted by Ariana, Zach and their group if he does that kind of thing. The whole group laughed and told Jay he was really funny and as he left, Zach called him Racer which seemed to catch on.

Mo is worried that Jay is trying so hard to be liked by this group, particularly when they seem more like a gang than a friendship group.

Mo decides to say something to Jay on the way home: "Are you trying to get yourself killed!? Over belonging to some group you barely know?"

Jay just responds: "You really need to relax. You're just jealous I'm getting noticed by Ariana when you haven't got the balls to step it up when it matters!"

Mo is offended by this: "That's not it at all, and you know it."

Jay explains: "Look, Mo... It just feels good to be noticed for a change, you know?"

Task 3: Read part 2 of the story and answer the questions on the next page

Part 2:

Ariana and Zach are talking after they've gone. It is clear that Ariana is a little scared of Zach as she flinches when he grabs her arm. Ariana sometimes wishes she'd resisted the pressure to join up with Zach and his group originally. But back then she felt like she needed some protection.

Zach tells Ariana: "Make sure Jay sees the benefits of hanging with us... And try again with Mo."

She catches Mo on his own at school and puts pressure on him to behave more like Jay. Whilst it makes Mo feel a bit awkward, he make sure she knows he is not interested and walks away.

Task 6: Fast-forward to the next part in the story. What do they think will happen next? Complete the storyboard in your booklet to explain your thoughts.

Low Stake Quiz

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Sliding Scale – Lesson 2

Gangs and Knife Crime

Sliding Scales

I can describe the influences on decision-making about gangs.



I can understand the risks associated with belonging in a gang.



I can explain the social, legal and physical consequences of gang behaviour.



Key words: Gang, peer influence, drug dealing, criminal responsibility, knife crime.

Task 1: Remind yourself of the story from the previous lesson 1 and the main characters, Jay, Mo, Zach and Ariana.

Summarise the state of each relationship where we left the story at the end of lesson 1:

1. Using three words, summarise how Jay is feeling about himself.

2. Using three words, summarise Jay and Mo's friendship at the end of last lesson.

3. Using three words, summarise Jay's friendship with Zach.

4. Using three words, summarise Jay's friendship with Ariana.

Task 3: Read part 4 of the story.

Jay is now spending all of his time with Zach, Ariana and the rest of the group. He's become more withdrawn at school, and he no longer talks to Mo or even acknowledges him. Jay has lots of spare cash and always seemed to have new trainers and the newest phone. Mo is mostly hanging out with other members of the basketball team and is organising his work experience placement at the end of the year with a games app developer.

One night, when Jay is on his way to deliver a package, someone approaches him in an alley and demands he hands it over. At first, Jay tries to deny he is carrying anything, but he is attacked and mugged. They take the money he is carrying, his shoes and the package he was taking for Zach.

Nothing like this has ever happened to Jay before, and he feels shocked and weak. Not knowing where else to go, Jay makes his way to Zach's house to explain what has happened, hoping his friends will look out for him. But when Jay gets there and tell Zach about it, he is furious. Zach tells Jay that he has just lost almost £1000 worth of product and that he now owes Zach.

"Mate, aren't you going to help me" Jay asks.

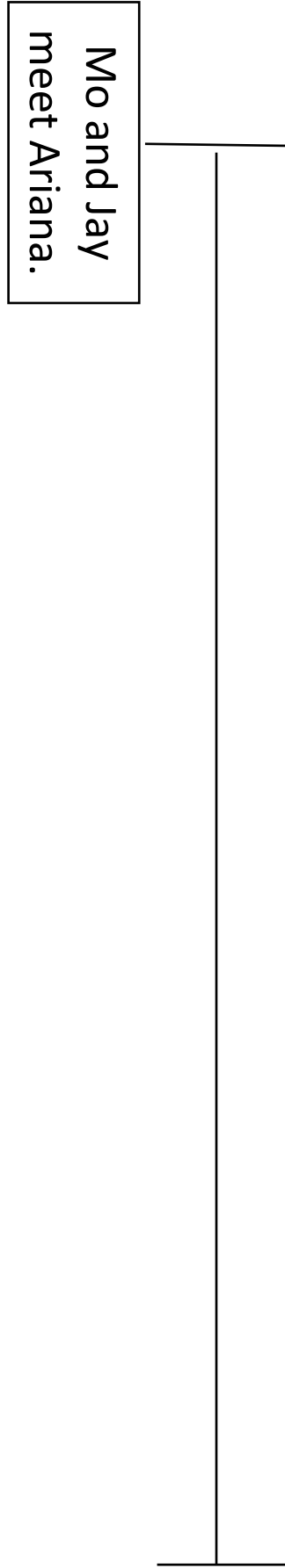
Zach tells him; help you? Are you joking? You're going to work for me for free now. I need you selling. And I need you doing it all day until I get my money back. You need to start carrying a blade so you can protect yourself, and my stuff – like a real man.

Task 3: Complete the table by deciding whether each statement is a fact or myth. If you think it's a myth, in the comments section state what the fact might be.

Statement	Fact or Myth?	Comments
It's only illegal to use a knife, not to carry one		
You can be arrested, charged and sent to prison if someone you are with stabs another person		
Carrying a weapon makes someone safer as they can protect themselves		
The police can stop and search anyone at any time if they think they are carrying a weapon		
Most young people have carried a knife at some point		
It is illegal for a shop to sell knives to anyone under 16		
A person can die from a stab wound in the arm or leg		
Joining a gang will offer protection		
Young people can't be charged with a crime		

Task 5: Complete the timeline below to show the key moments that led up to this point.

Mo and Jay
meet Ariana.



For each key moment, consider the choices that Jay has made and what he could have done differently:

1. What has influenced Jay's decision?
2. Has Jay made a good/bad decision? Why?
3. How else could Jay have chosen to behave?

Task 6: Think about whether Jay would now feel he made the right decision to join the gang. Complete the table below.

What did Jay think he was gaining from being in a gang?	What is he having to sacrifice from being in a gang and what are the potential negative consequences?

Task 7: Revisit your three word summaries from the beginning of the lesson. Choose three new words to summarise how they think Jay is feeling about himself now and his relationships with the characters at the end of the lesson.

Low Stake Quiz

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Sliding Scale – Lesson 3

Gangs and Exit Strategies

Sliding Scales

I can explain why gang members might find it hard to leave a gang.

Not confident

Confident



I can recognise when and how to get help, including when at risk through doing something illegal.

Not confident

Confident



I can explain the support available and describe or demonstrate exit strategies to help someone leave a gang.

Not confident

Confident



Key words: Gangs, manipulation, support network, exit strategies

Part 6:

Ariana tells Jay to come over to Zach’s place, Zach has a surprise for him. When Jay gets there, Zach and the rest of them are in his garage and lying battered on the floor is the guy who attacked Jay and took the backpack.

Zach smirks at Jay and says “This is the fool who attacked you and took what belonged to me. I told you if you'd had a blade, you could have handled it like a man. Well, now's your chance. “

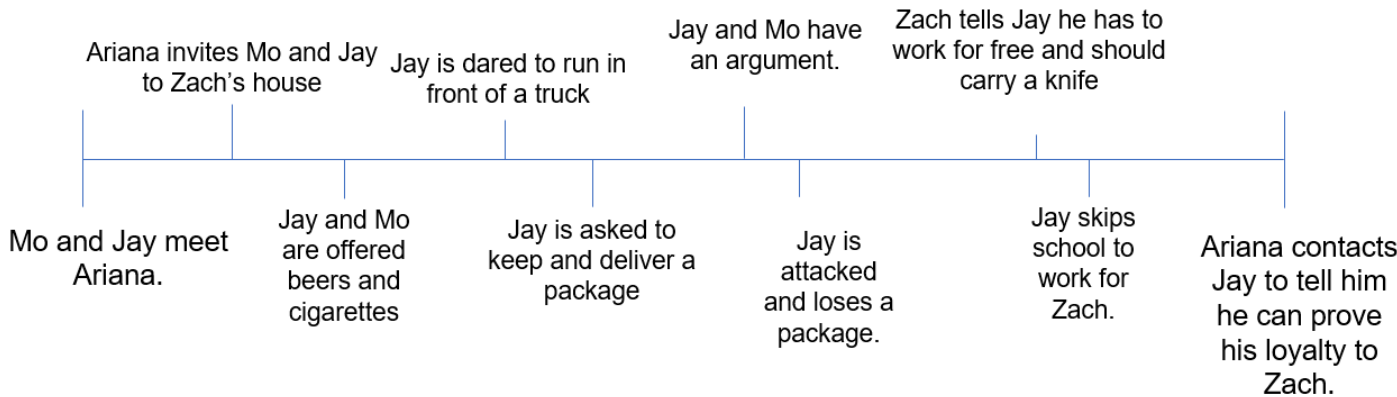
He hands Jay knife...

Task 2: Read part 6 of the story, which leaves Jay in a ‘crunch moment’. Here Jay is going to need to make a very serious and quick decision about what to do next.

Complete the table below in your booklets.

What actions could Jay take next?	What might be the possible consequences of this action? Positive or negative.

Task 3: Annotate the timeline. What could Jay have done differently at each point to have avoided the situation?



Task 7: Complete the following table to consider:

1. Who might Jay turn to for support?
2. The positives – why might Jay want to tell them?
3. The negatives – What concerns might Jay have that would prevent them from telling them?

Challenge: Evaluate the positives and negatives and decide who would be best for Jay to speak to and why.

Who?	Positives	Negatives
Friends		
Family/ Parents		
Teachers		
Support Organisations e.g. ChildLine		
Specialist local gangs support groups		
Police		

Low Stake Quiz

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Sliding Scale – Lesson 1

The Law

Sliding Scales

I am able to outline what the law is in the UK



I am able to describe the different people involved in the creation and implementation of the law.



I am able to explain the differences between civil and criminal law.



Key words: Law, court, judges, police, solicitor, barrister, magistrates, prosecution, defence, criminal law, civil law,

Task 1: Write down your answers independently to the following questions. We will come back to these questions at the end of the booklet.

Why do we have laws?

Who makes the laws?

Who applies the law?

How does the law affect your life?

Task: Match the roles to the job description.

Role	Job description
Police	The legal team presenting the case for the person being accused of a crime.
Judge	A person who is a volunteer serving in magistrates' courts. They do not need legal qualifications.
Barrister	A lawyer who is qualified to give opinions to clients and argue cases in all courts, including the higher courts.
Solicitor	An organised force for maintaining order, preventing and detecting crime, and enforcing the laws.
Magistrate	The legal team presenting the case accusing a person of committing a crime.
Prosecution	A lawyer who is qualified to advise clients on certain legal matters and represent them in lower courts.
Defence	A person who makes decisions in legal matters taken to court.

Task: Define the following terms:

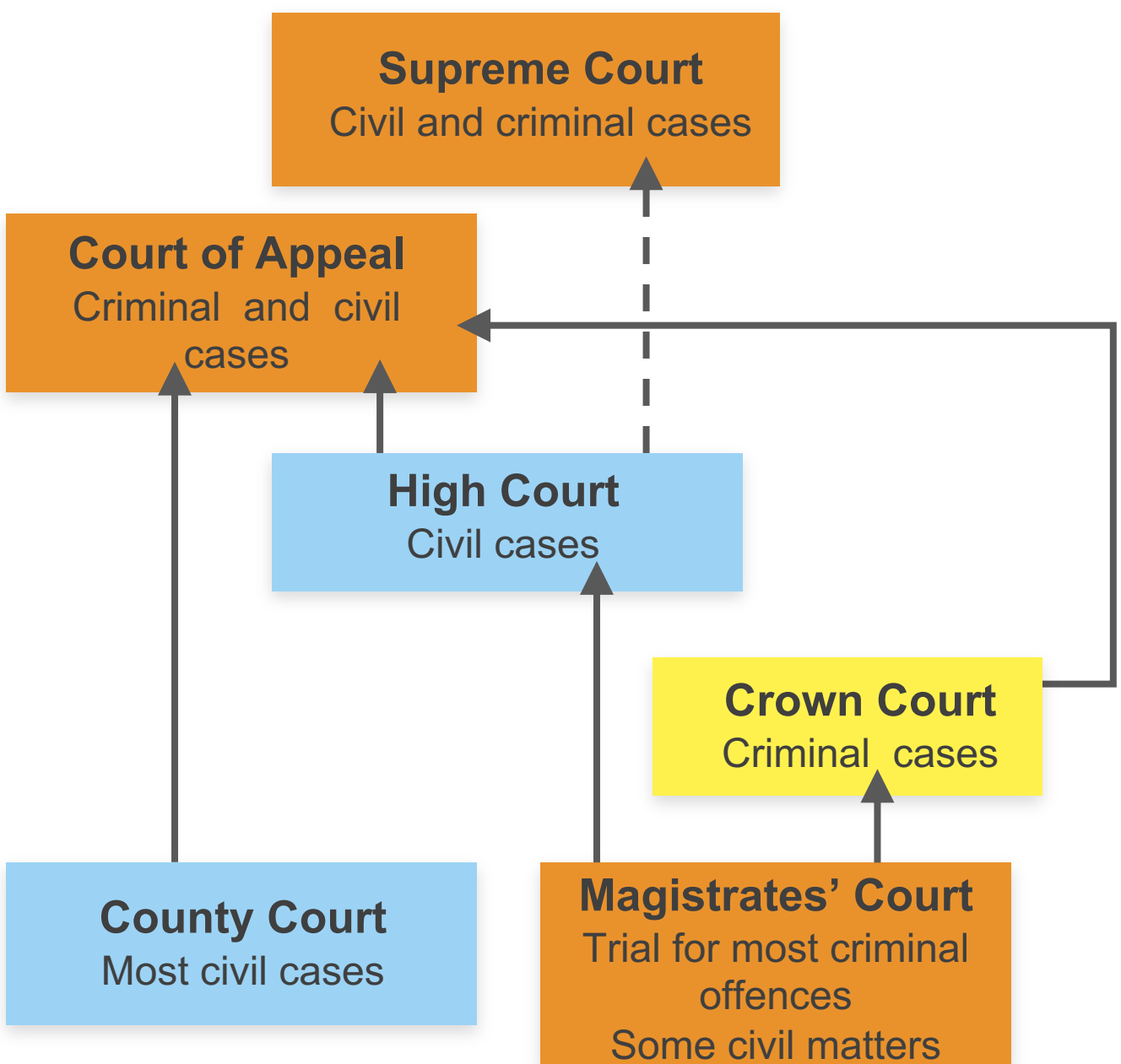
Crime:

Criminal Law:

Civil Law:

This diagram shows a simplification of the hierarchy of courts in England and Wales

- **Criminal justice system: Yellow**
- **Civil system: blue**
- **Both: Orange**



Low Stake Quiz

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Sliding Scale – Lesson 2

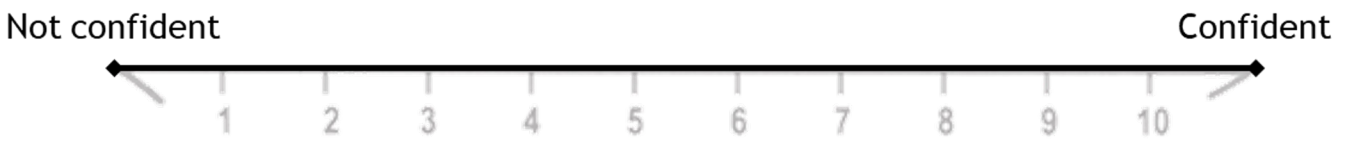
How are laws made?

Sliding Scales

I can explain which people have the most influence when making and changing laws.



I can explain how laws are made.



I can explain how I can influence the law.



Key words: Legislature, judge, police, house of commons, house of lords, Queen, Government, Green Paper, White Paper, Bill

Task: Answer the following questions in your booklet independently.

What is the law?

Give some examples of laws.

Why do we need laws?

What do you think would happen if we did not have any laws in the UK?



Who makes the law?

Task: Read the different through the different cards showing who influences and creates laws. Match the card to the correct description.

Person/Group		Description
1. The Police		The role of this organisation is to maintain law and order within our communities. This includes protecting the public and preventing crime.
2. The House of Lords		Someone who is currently studying at an institute of Higher Education
3. The Queen		Led by the Prime Minister they are responsible for all policy decisions across the UK.
4. A University Student		The Head of State.
5. A Judge		A public officer appointed to preside over cases in a court of law
6. The Media		Part of Parliament, it has around 800 members who were appointed by the Queen on the advice of the Prime Minister. Members have a number of roles, one of which is to consider and debate changes to the law.
7. The Government		A not for profit organisation set up to provide support or financial aid for a particular cause or purpose. These organisations must remain independent and not give their support to a particular political party or group.
8. A Charity		The highest ranking person in a company or organisation.
9. Chief Executive Officer (CEO)		Someone who is currently not in work.
10. An Unemployed person		A range of communication outlets through which news can be spread.
11. An MP		A person who has been elected to represent the people from a particular area in the House of Commons.
12,. A Pensioner (some who is retired)		Someone aged between 13-19
13. A Teenager		Someone who has retired and is receiving a pension.

Task: Rank these individuals/groups along the following continuum line. Explain below why you have placed them in this order.

No power



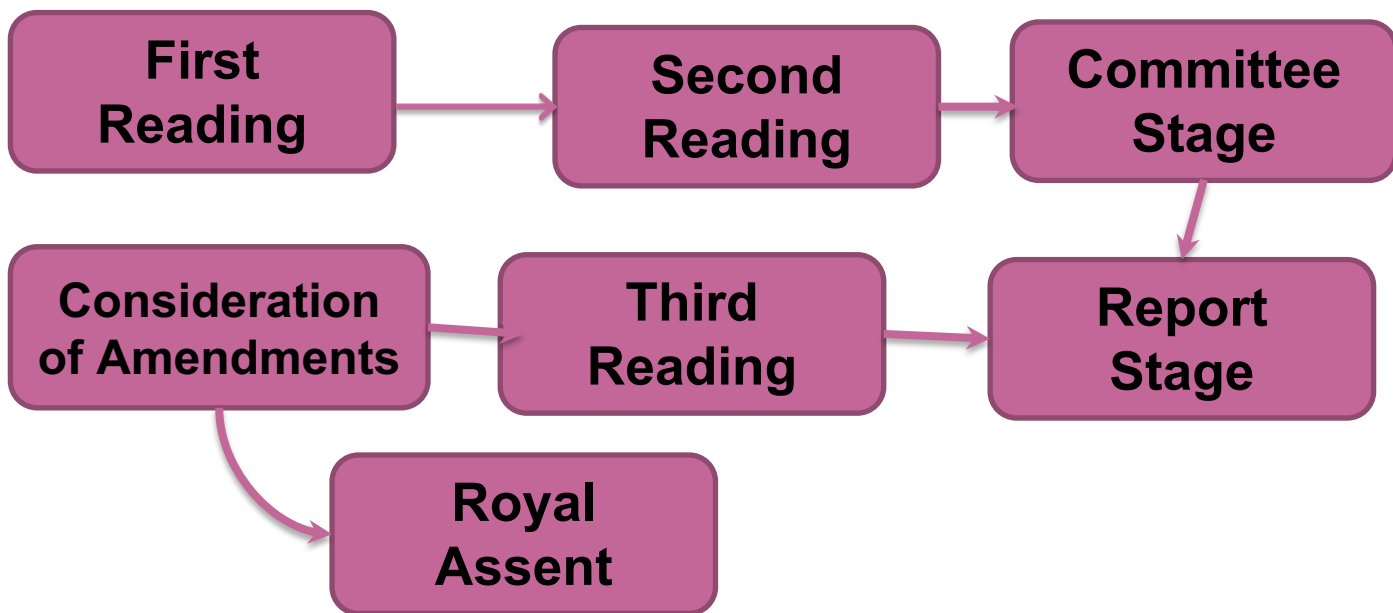
Some power

A lot of power

I think _____ has a lot of power because...

Parliamentary Stages

New Bills must be approved by both the House of Commons and the House of Lords and can be introduced into either House. A Bill will go through the following stages in Parliament:



Task: What are the advantages and disadvantages of this system to create a law.

Advantages	Disadvantages

Plenary

Q: List three groups of people that are influential in getting laws changed

Q: List three of the stages that a new law must go through before it is approved

Q: Name one way that you can influence the law

Q: What one thing surprised you most about what you have learnt today?

Low Stake Quiz

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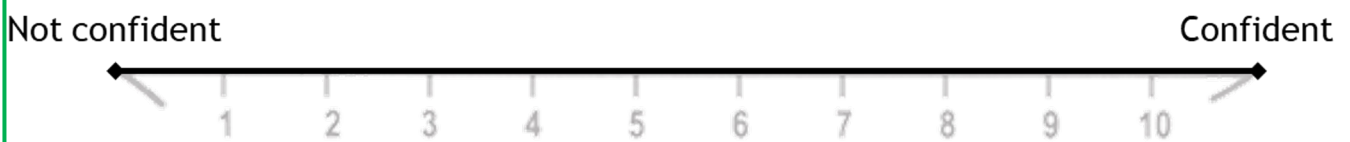
8. _____

Sliding Scale – Lesson 3

The Police

Sliding Scales

I am able to describe police powers and the limits placed on them.



I am able to describe the rules of stop and search



I am able to describe the rules of and limits on police detention.



Key words: police, stop and search, rights and responsibilities, arrest, detention, police caution.

What do you think about the police?

Task: Answer the following questions in your booklet.

1. Who are the police and what do they do?

2. Should the police be able to do whatever it takes to catch criminals?

3. How do you think the police should behave?

4. How could the police improve their reputation amongst young people?

Stop and Search

Task: Complete the quiz in pairs to test your knowledge about Stop and Search.

		True	It Depends	False
1	The police can stop me on the street because I have an unusual hairstyle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have a right to know the police officer's name if I am stopped.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I have a right to know why the police have stopped me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I do not have to give my name or address to the police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The police have the right to search anyone they choose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The police don't have the right to search me in public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I have to be searched by a member of the same sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Only my clothing can be searched.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I have a right to know why the police have stopped me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Arrest and Detention

Arrest is a power that the police have to stop someone going about their daily life and to take them and hold them in a police station.

In most circumstances, the police must have a warrant to arrest someone.

Task: Create your ideal police force. What powers of arrest would **they** have?

1. My ideal police force is called ...

2. Who has the power of arrest in your country?
The police, another group or both?

3. When should people be arrested?

4. Should people be told why they are being arrested? Why or why not?

5. Have you decided to put rules in place for the use of the power of arrest? If so, why?

Extension: How are police powers in your ideal police force different to police powers in England and Wales?

Task: Using the information and the scenarios, work in pairs to decide whether the police officer has used his/her powers lawfully or unlawfully.

Police power	Description under the Police and Criminal Evidence Act (PACE) 1984 and Serious Organised Crime and Police Act (SOCA) 2005	Safeguards for the suspect
Stop and search	<p>The police can stop and search people and vehicles in a public place only if they have '....reasonable grounds for suspecting that the person is in possession of (or the vehicle contains) stolen or prohibited articles. Prohibited articles include offensive weapons and articles for use in connection with burglary or theft.'</p>	<p>The police officer should:</p> <ul style="list-style-type: none"> • give his/her name and police station • state the reason for the search • not stop you because of your sex, age, colour, disability or any other general physical characteristics.
Arrest and detention	<p>The police can arrest someone without a warrant in the following circumstances:</p> <ul style="list-style-type: none"> • the person is about to commit an offence • the person is in the act of committing an offence • the person is guilty of an offence • the officer has reasonable grounds for suspecting any of the above. 	<p>The officer must:</p> <ul style="list-style-type: none"> • inform the suspect that s/he is being arrested • tell the suspect that independent legal advice is available free of charge. <p>A consultation with a solicitor in private is allowed.</p>
Interviewing and collecting evidence	<p>Strip searches</p> <p>Strip searches should happen in a police station. Searches should not be made in a public area and should be carried out by a police officer who is of the same sex as the suspect.</p> <p>Intimate searches</p> <p>A high ranking police officer can approve an intimate search of a suspect if there is cause to believe that:</p> <ul style="list-style-type: none"> • the person has with them an item which could be used to cause physical injury to themselves or others • they are in possession of a class A drug. <p>Such searches should be carried out by a doctor or nurse.</p>	<p>'The court shall not allow statements which have been obtained through oppression to be used as evidence'.</p> <p>The interview room must be well lit, heated and ventilated adequately.</p> <p>Suspects must be given adequate breaks for meals, refreshments and sleep.</p> <p>For intimate body samples (such as urine, blood or dental samples) the police need the suspect's consent.</p> <p>An intimate search is 'a search which consists of the physical examination of a person's body orifices other than the mouth'.</p>

Did the police officer in each scenario use his/her powers lawfully or unlawfully? Justify your answers.

Scenario 1: Kwame is a young black boy living in Peckham. He has not committed any offences before and so he does not have a criminal record. Kwame was walking to school with his friend Daniel, who is white, when he was stopped and searched by a police man for wearing a hoodie. Daniel was also wearing a hoodie, but was not stopped by the police.

Scenario 2: Saba, who wears a hijab, was driving back from the supermarket and was waiting at a red traffic light when the police stopped her and searched her for dangerous weapons. They said that someone at the supermarket had seen a gun in the boot of her car.

Scenario 3: A man aged 60 was shouting at two young boys down the road, 'Stop them! They've stolen my TV and CD player'. The boys, carrying a TV and CD player, kept running down the road. They bumped into two police officers who asked them to stop.

Scenario 4: A man in a shopping centre was acting suspiciously in a clothes store. He was opening and closing his bag, but not trying anything on. The security guard called the police and the police stopped the man as he was walking out and searched him.

Scenario 5: Two elderly women took some fruit from their local fruit and vegetable market. The stallholder saw some fruit was missing and called over a nearby police officer. The police officer stopped two young boys wearing hoodies instead of the old women.

Scenario 6: Karim was arrested as a suspect in a murder inquiry. The police took him to the police station and forced him to give a blood sample without the permission of a high ranking officer.

Scenario 7: Sonja was seen by police peering through the windows of a house that had been burgled recently. When the police approached her, she tried to hide and then swore at a police officer. The officer forced her to give fingerprints on the spot.

Plenary: Answer the following questions in your booklet:

1. What have you most agreed or disagreed with today?

2. Have any of your thoughts about the police changed? If so, what and why?

3. Would you consider a career as a police officer? Why/Why not?

Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 4

Young Justice

Sliding Scales

I can describe the rights young people have within the criminal justice system.



I can explain why we punish criminals.



I can discuss the different types of punishment and their advantages and disadvantages.



Key words: Justice system, police station, court, criminal responsibility, fine, community sentence, criminal behaviour order, crime prevention injunctions, custodial sentences.

What should the justice system look like?

Justice

What do you think justice should look like?

The police would be able to arrest young people if...

The police should treat young people...

In order to become a police officer working with young people, you should have to...

If you were arrested, how would you want to be treated? List your ideas below.




From the Police Station to the Court

Task: Complete the quiz in pairs to test your existing knowledge of the criminal justice system.

From Police Station to Court Quiz

1. Can you be arrested for a criminal offence if you are under 14?
Yes No Only in serious cases
2. Is a young person, of any age, entitled to have a solicitor present when they are interviewed at a police station?
Yes No Only in serious cases
3. Do the police have to caution all suspects at the start of an interview?
Yes No Only in serious cases
4. Can a young person be forced to give their fingerprints?
Yes No Only in serious cases
5. For how long can a suspect normally be held at a police station without charge?
Up to 24 hours Up to 2 days Up to 4 days
6. Can a young person be kept in a police cell?
Yes No
7. Does a young person who is arrested have to pay for legal help and advice?
Yes No Only in serious cases
8. Up to what age will a young person usually be interviewed by the police with one of their parents present?
14 17 19
9. Does a young person who is arrested have to answer a police officer's questions?
Yes No Only in serious cases
10. Until what age are young people tried in a Youth Court?
17 19 21

Task: With your partner, write down as many reasons as possible to explain why we punish people who commit crimes.



**Why do we punish
people who
commit crimes?**

What is the best way to punish a crime?

Task: Complete the following table in your booklet to suggest some of the advantages and disadvantages of the punishments below.

Punishment	What does it involve?	Advantages	Disadvantages
Fines	A fine is the most common form of punishment for an offence given by the criminal courts. The judge will decide how much the fine is and any other costs you must pay including compensation to the victim of your crime. You must pay the fine by a certain date.		
Community Sentence	Community sentencing can give offenders opportunities to make amends for their crime. Community sentencing includes: community service, doing challenging unpaid such as removing graffiti, cleaning up derelict areas or working for charities.		
Criminal Behaviour Orders/Crime Prevention injunctions	The order is aimed at tackling the most serious and persistent offenders where their behaviour has brought them before a criminal court. CBOs include prohibitions to stop the anti-social behaviour, and may also include requirements to address the underlying causes of the offender's behaviour.		
Custodial Sentences	Custody probation orders are for serious offences that deserve a custodial sentence of one year or more. The offender must be aged 17 or older and consent to the order. The order will involve time in custody followed by supervision by a probation officer in the community.		

Plenary: Answer the following questions in your booklet.

Q: What have you most agreed or disagreed with in this lesson?

Q: Do you think young people are aware of the processes involved when someone commits a crime?

Q: Have any of your thoughts about the justice system changed?

Q: Do you think that it is important to punish someone that has committed a crime? Why/why not?
