



The
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Understanding, supporting and promoting service children's experiences in English state schools



21 April



4pm - 5.30pm



Department of
Education and
online



Dr Lucy Robinson
Cardiff University



Book your place now



You are listening to 'New Place, Same Me' - a song written by service children at the 2025 North East Wales Armed Forces Festival.

Deanery Website



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Visit: bit.ly/OxEduDeanery

Digests of research

Year Phase

Theme Search

DIGEST

PISA Performance In England, Wales And Northern Ireland In 2022

Based on three open-access reports: Ingram, J.; Stiff, J., Cadwallader S., Lee, G. & Kayton, H (2023) PISA 2022: National Report for England ; Ingram, J.; Stiff, J., Cadwallader S., Lee, G. & Kayton, H (2023) PISA 2022: National Report for Northern Ireland ; Ingram, J.; Stiff, J., Cadwallader S., Lee, G. & Kayton, H (2023) PISA 2022: National Report for Wales

DIGEST

Adapting Fostering Effective Early Learning (FEEL) Intervention To Improve Outcomes For Pre-School Children In Shenzhen, China

Based on: Huang, R., Siraj, I. & Melhuish, E. (2024). Promoting effective teaching and learning through a professional development program: a randomized controlled trial

Podcasts

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DEANERY DIGESTS

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DEPARTMENT OF EDUCATION

Resources

SHARED RESOURCES: GENERATIVE AI FOR EDUCATION

SHARED RESOURCES: GENERATIVE AI FOR EDUCATION

A collection of resources to review and better understand Generative AI.


Deanery Online Learning



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www.education.ox.ac.uk/oxford-education-deanery/online-learning/



TRACTION

TRACTION (Teaching Race, Belonging, Empire and Migration) is a pioneering digital platform of professional development for secondary school teachers.

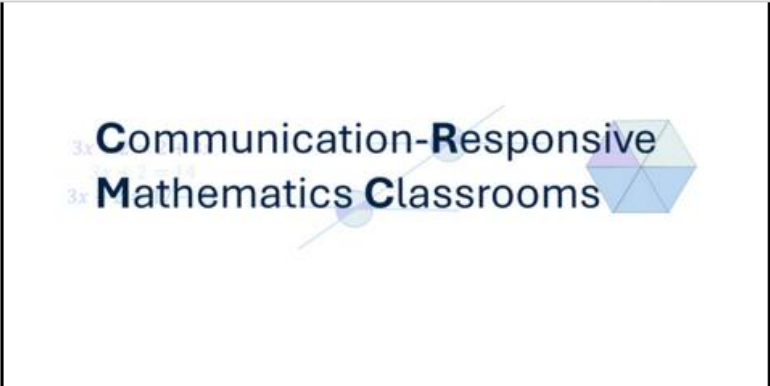
[Discover More](#)



Assessing Risk of Bias in Education Research

This free online self-paced course will teach you how to use the EEF's padlock tool for assessing the risk of bias in experiments and quasi-experiments.

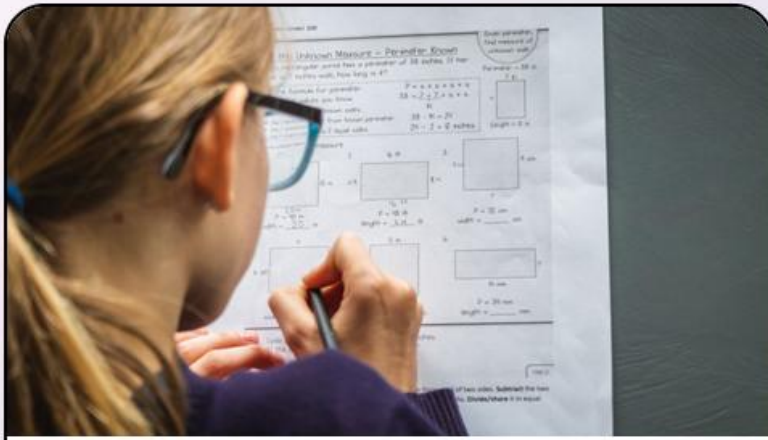
[Discover More](#)




Developing Communication-Responsive Mathematics Classrooms

A set of professional development materials for teachers to transform maths teaching by putting language at the centre of learning.


[Discover More](#)



Understanding Assessment



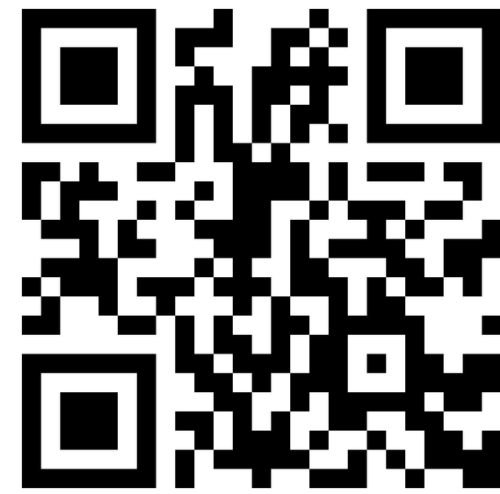
Postgraduate Diploma in English



Postgraduate Diploma in Early Childhood Education



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Termly newsletter



Welcome To Our Spring Newsletter

In our Spring edition, we bring you new events, new research digests, improvements to our site, and more...



Welcome to the [Oxford Education Deanery](#) (Department of Education, University of Oxford)'s Spring newsletter! **Your hub for professional development and policy engagement in education at Oxford.** It's spring, the Department magnolia is in blossom, and we've been busy bees 🐝, adding a host of new events in 2024, further developing our website and knowledge base, and more. Read on to discover 🔍

Event notifications



New Event:

Exploring Generative AI in Education

Friday 15 March 2024, 9am-4:30pm GMT



Unleash the Power of AI for teaching. Join our team of generative AI specialists to explore possibilities that this new technology offers teachers and learning, whilst ensuring it is used ethically and productively.

Research involvement



Opportunity to participate in research 🧠

Supporting EAL in the classroom



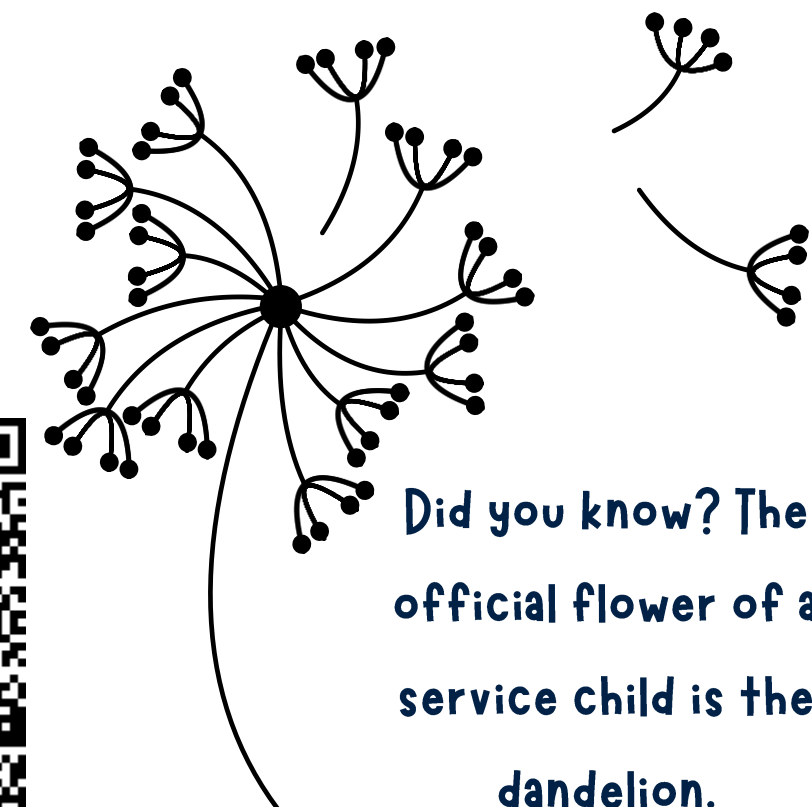
* Dear <<First Name>>, I am inviting teachers who trained in the UK, working at any level from EYFS to KS5 at any stage of their career, to participate in a brief anonymous survey (around 5-10 minutes). My aim is to better understand how teachers are approaching the challenge of supporting English as Additional Language (EAL) learners in their classrooms, what their perspective on education and Second Language Acquisition (SLA) research is, and how they were prepared for teaching EAL learners either during their teacher education programme and/or their school's in-service training via CPD. It is my hope we can get a clearer idea of what the immediate needs of teachers are, and how research can be aligned to support these needs. I'd also like to encourage as many participants as possible to participate in follow up interviews, and can offer a CPD session in supporting EAL learners for their school in return. There's a section at the end of the survey where participants can add an email address if they would be happy to participate in a follow-up interview. The survey will be live until the 27th June 2025. Please feel free to email me at gavin.jackson@education.ox.ac.uk if you have any questions.

With thanks,

Outline of session

- Aims of the session
- *Understanding:*
 - Who are service children?
 - The Armed Forces community
 - The 'service child identity'
 - Service children's educational experiences
 - Service children in English state schools and the Service Pupil Premium (SPP)
- *Supporting:*
 - The Thriving Lives Toolkit
- *Promoting:*
 - Month of the Military Child #MotMC
- Digital resource pack
- Q&A
- Wrap up

Want the slide pack? Scan the QR code to download:



Did you know? The official flower of a service child is the dandelion.



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Aims of the session

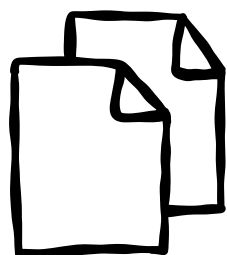
Aims of the session



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- A greater awareness and understanding of service children's experiences – with a focus on how the military shapes their lives, identity and educational experiences.
- Greater clarity on effective use of the Service Pupil Premium (SPP) and how to develop wider school culture and practice.
- A digital resource pack signposting to further information and resources.
- An offer of support from me to assist in creating, or developing, your school's provision for service children.



The digital resource pack can be accessed using [this link \(Padlet\)](#) or QR code.





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Understanding

Who are service children?

Who are service children?



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DEFINITION

"A person whose parent, or carer, serves in the regular Armed Forces, or as a reservist, or has done at any point during the first 25 years of that person's life" (SCiP Alliance, 2026).

MOBILITY

Due to the requirements of the Armed Forces, it is common for service children to regularly move home. Some service children live in service accommodation whilst others live in private housing, both in the UK and abroad. High mobility can mean that service children attend lots of different schools or attend boarding school.

SEPARATION

Service children can experience periods – from a few days to several months – of separation from their serving parents or carers due to the requirements of the Armed Forces. Serving personnel can work within the UK and abroad, both in friendly and hostile environments.



Other terms you might come across: military child, military-connected child or young person, (Armed) Forces child or young person, child(ren) of military/service personnel.

Being a military child

Although it can be hard
It is loads of fun
We move from yard to yard
Welcomed as we come
Exploring everywhere
Going for a run
Making the most of where you
Meeting new friends
At new schools
Great until it ends
Following the rules
Then it starts again

Aged 10



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being a Military child

being a Military child, is stressful at times,
but sometimes you've got to Man up, and
When they go away, until another day,
then they get to stay until they go away.
AGAIN.

A collection of poems and drawings created by service children as part of my doctoral research in response to the question "What does being a service child mean to you?". They highlight the foundational experiences of mobility and separation.

Who are service children?



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DIVERSITY

Service children are not a homogenous group. In addition to a service child's unique individual characteristics, the role of the serving personnel within the military significantly shapes their life experiences.

- Some service children are young carers, others may be bereaved. There are also service children who have both parents serving (dual service) or whose parents may be reservists or veterans.
- The British Armed Forces also recruits from other countries. For example, the British Army includes a significant number of Gurkhas (~4,200 ([MoD, 2025](#))) which means that for some service children, English is an additional/second language.



Composite image of the self-portraits of the 19 service children involved in my doctoral research.



"My dad is in the Army. He has been in all my life. My mum used to be in the Army as a nurse but I think she left before I was born." Aged 13

"My mum used to serve but now it's just my dad. My dad's now been serving for 19 years. He's an engineer. On the comms." Aged 9



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"We are hoping my mum is going to become a wing commander. She is already a squadron leader. She has been that for a couple of years now." Aged 9



"My dad joined when he was 16. He's 41 now so that's 25 years. My dad's a sergeant." Aged 11



"My dad's been in the Army for 24 years. He's a WO2 and he's got a squadron. I think he's something to do with welfare right now. My brother is also in the Army. He's been in maybe 7 or 8 years. I think he joined at 16." Aged 14



"My step-dad is in the RAF. He's gone away." Aged 10



"He's a flight lieutenant. He's been to Afghanistan, Cyprus and I think Iraq. The Falklands too." Aged 10

Composite image made up of drawings and verbal descriptions of service children's serving and veteran parents. Taken from: [Robinson, L. \(2024\). Military life, mobility, and me: A collection of composite images by British service children. Journal of Military, Veteran and Family Health 2024 10:2, 159-162.](#)

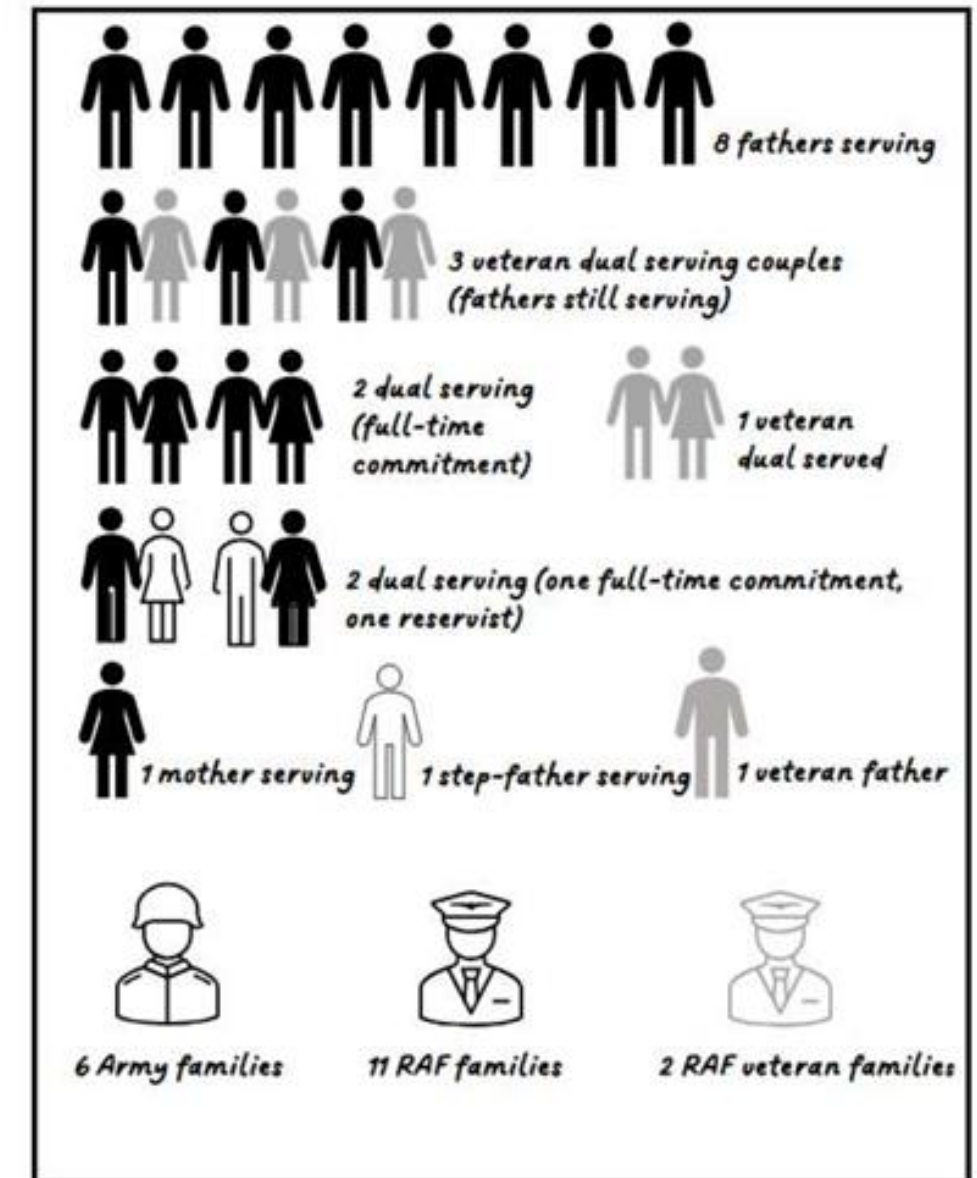


Figure 3.3: Key military details of the children's parents.



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Understanding

The Armed Forces community

The Armed Forces community



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COMMUNITY

Service children are part of the Armed Forces community, a unique sub-culture, rich in customs, language and values. Members often share commonalities of experience and can access private spaces, situated 'behind the wire'.

- The British Armed Forces is made up of serving personnel from all three Services: the Army, Royal Navy and Royal Marines (RN/RM), and the Royal Air Force (RAF). Latest figures indicate that there are 182,060 UK Armed Forces Service Personnel ([MoD, 2025](#)). The majority are in the Army (109,060), followed by the Royal Navy and Royal Marines (37,880) and the Royal Air Force (35,130). Approximately 12% of the Armed Forces are female ([MoD, 2025](#)).
- The Armed Forces community has a broader definition and includes all current personnel, veterans, the bereaved and their families. An exact number isn't known but according to government data, there's around 2 million veterans in the UK ([Office for Veterans' Affairs, 2024](#)).

Have a think, do you know anyone who is part of the Armed Forces community?



Military slang match up



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- The military is often considered to have its own language - full of acronyms and slang. Have a go at matching these slang words with their correct definitions:

mucker
chin-strapped
wooly-pully
gopping
mess
NATO standard
scran / scoff
redders
slug / doss bag / maggot
dit

a place where serving personnel can socialise, eat and live
a sleeping bag
very hot
food
a story
a friend or companion
tea with milk and two sugars
an army-issued jumper
very tired
horrible or disgusting



Fancy an interactive version? Follow this [link](#) or scan the QR code above

Military slang match up



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scrان / scoff	food
redders	very hot
slug / doss bag / maggot	a sleeping bag
dit	a story



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Understanding

The 'service child identity'

How do service children see themselves and understand their lives as service children?

The 'service child identity'



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- There are primarily two existing, yet opposing, discourses about service children.
- One views service children through a deficit lens as 'vulnerable', 'disadvantaged' and "objects or victims – of militarisation" ([Yarwood, Tyrrell & Kelly, 2021](#), p.260).
- The opposing discourse conceptualises and champions service children for possessing militarised characteristics like 'adaptability', 'bravery' and 'resilience' ([Godier-McBard, Wood & Fossey, 2021](#); [Hanna, 2020](#); [Lee, 2020](#); [McCullouch, Hall & Ellis, 2018](#)).

The 'service child identity'



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- In both discourses, service children's identities are seen in relation to the military.
- Whilst central to our understanding of service children, focusing on the relational aspect of service children's identity leads to only a partial understanding of its complexity.
- Indeed, framing service children in this way overlooks the pivotal role of the children's own agency in their identity formation and the importance of their unique life contexts.

The 'service child identity'



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- Therefore, based on my doctoral research findings and in dialogue with James Paul Gee's work on identity ([2000](#); [2017](#)), I created an alternative conceptualisation of service children - the 'service child identity'.
- It has three facets: relational, contextual and child-led.
- Essentially, it's a different way of thinking about and understanding how service children see themselves and understand their lives as members of the Armed Forces community.

The 'service child identity'



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- Conceptualising service children in this way recognises:
- (1) the role and position of the military in the existence of the identity (**relational**);
- (2) the commonalities and differences in service children's military-related experiences (**contextual**);
- (3) service children's active role in identity formation and the propensity for change (**child-led**).

Service child identity: relational



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(1) the role and position of the military in the existence of the identity

- According to Gee, a relational identity is a ‘classificatory label’ and is defined “in terms of relations, contrasts or oppositions between different types of people” ([2017](#), p.87).
- The service child identity exists because of the relationship between the child and the military. Service children form an integral part of the Armed Forces community. Without the military, the identity would not exist.
- The children within the service child identity label are different to those who are not service children.

Service child identity: relational



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(1) the role and position of the military in the existence of the identity

- Furthermore, Gee posits that relational identities can exist in three separate ways:
 - a classificatory label that other people apply to you, but which you reject or don't much care about;
 - a label that you own and identify with;
 - a label you are conflicted about" ([2017](#), p.87).
- Indeed, all the service children involved in my research fitted into one of the three ways – ambivalence, acceptance or conflict.

Service child identity: contextual



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(2) the commonalities and differences in service children's military-related experiences

- Service children's 'service' – their experiences of mobility and separation – shapes their sense of self, creating unique iterations of their service child identity.
- Whilst the service children shared military-related experiences, they occurred within each child's unique context.

Service child identity: contextual



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(2) the commonalities and differences in service children's military-related experiences

- The differences in these contexts make the experiences both shared and individualised and contribute to differing approaches to how the service children made sense of their lives.
- To conceptualise the service child identity as contextual accommodates the diversity that service children experience whilst grouped under one label.

Service child identity: child-led



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(3) service children's active role in identity formation and the propensity for change (child-led).

- Throughout the research, the children engaged with and challenged pre-existing discourses about them.
- Service children have agency in shaping their relationship to their service child identity.
- Children's relationship to their service child identity can develop and oscillate over time. Something particularly relevant to children of veterans.

Service child identity



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- The 'service child identity' challenges the existing static, passive and homogenising discourses of deficit or strength models.
- Offers a new approach which more suitably attends to the complexity of service children's lives.
- Accommodates the inherent diversity of service children, recognises the children's active role in identity formation and allows for change over time.
- Has utility for both researchers and practitioners - allowing them to have a more nuanced understanding of how service children see themselves and understand their lives as members of the Armed Forces community.



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Understanding

Service children's educational experiences

Service children's educational experiences



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- Service children are educated in a diverse range of settings across the UK and globally.
- These include schools abroad overseen by the Defence Children's Services (branch of the MoD), local state schools in their host countries, public schools based in the UK (day or boarding) and home schooling.
- In each setting and country, the admission process, support for additional needs, curricula, public examinations and funding models for service children's education vary considerably. This includes within the UK where state schools in England, Wales, Northern Ireland and Scotland all operate differently.
- As a result, service children experience educational discontinuity.

Service children's educational experiences



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- Although service children are not a homogenous group, they often have commonalities of experiences – including key challenges – when it comes to education.
- These key challenges stem from the fact that many service children are highly mobile, moving as frequently as every 18 months, across educational systems designed for static children.
- This interruption to their schooling is combined with the challenges schools have in providing appropriate provision and support for these children; academically, socially and emotionally.
- These challenges can often be heightened during the transition in and out of settings and during periods of service-related separation between child and serving parent.

Service children's educational experiences



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Undiagnosed / delayed / lack of continuous support for SEND

Impact of managing emotions and extra responsibilities, particularly during separation and transitions

Gaps in learning / repetition of learning due to multiple school moves

Common educational challenges for service children

School staff lacking military cultural competency - not understanding service children's background, needs and challenges; particularly pertinent in schools with small numbers of service children

Adjusting to a new school - different curricula and public examinations, behavioural expectations, etc. - and potentially feeling a sense of not belonging in their new school environment

Difficulties in making friends and fitting in with their peer group - potential stigma or bullying

Delayed, minimal or no information transfer between schools

Service children's educational experiences



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- Service children are often seen through a deficit lens. As educators, it is important to have sufficient understanding about the common educational challenges service children may experience. However, only seeing service children in this way can be reductive and risks overshadowing the diversity of experiences and downplaying or ignoring the strengths that service children have and the positives that being a service child can bring.
- For example, in my research, service children spoke about how lucky they felt to:
 - travel extensively and be exposed to diverse cultures and backgrounds leading to new opportunities and interests and a broader worldview.
 - be part of the Armed Forces community which many felt was “like a big family”, allowing service children to experience a place of understanding and belonging - physically and metaphorically.



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Understanding

Service children in English state schools and the Service Pupil Premium (SPP)

Service children in English state schools and the SPP



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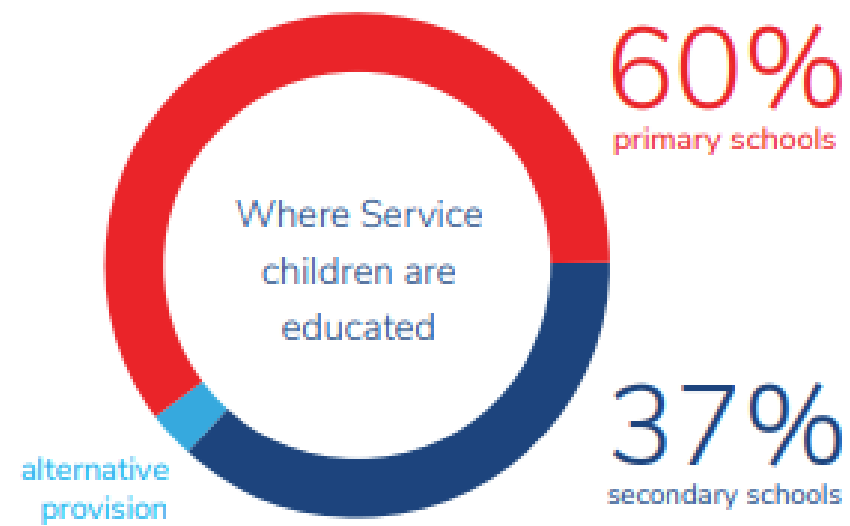
- Whilst it is often assumed that service children only attend schools situated within the proximity of the major garrisons, ports and bases belonging to the Armed Forces (and thus distribution is geographically concentrated), this is not the case.
- An analysis of the DfE's data highlights that the geographical spread of service children across England is far broader and that, over time, military families have become increasingly dispersed ([Rodrigues, Osborne, Johnson & Kiernan, 2020](#); [SCiP Alliance, 2022](#)).
- Indeed, Hall's ([2019](#)) analysis of unpublished DfE data highlighted that 52% of schools across England have at least one service child, but within that 52%, half have only one or two service children.

CHILDREN

76,318

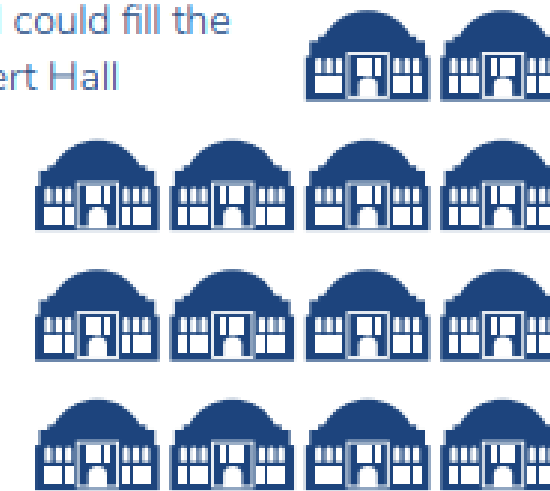
children are eligible for Service Pupil Premium

(Source: Department for Education, Pupil premium: allocations and conditions of grant 2018 to 2019).

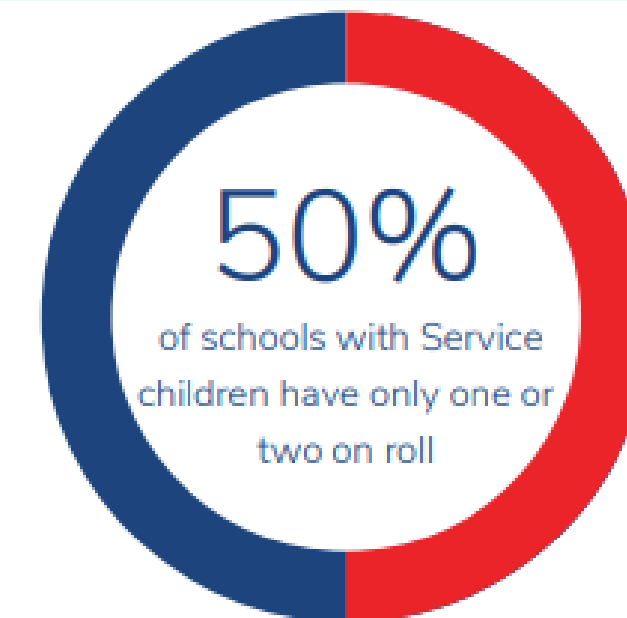
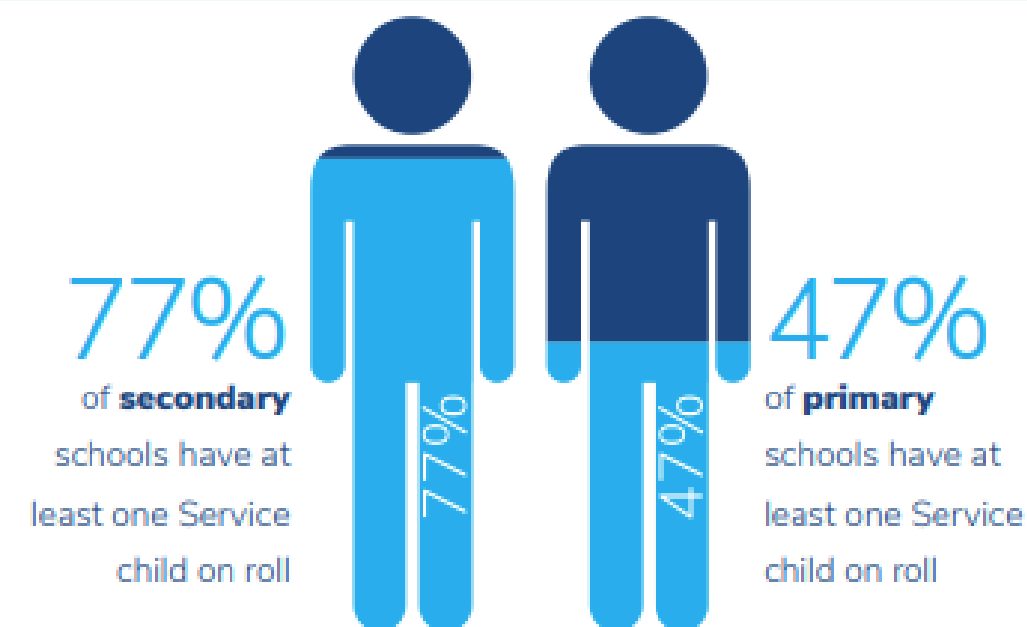
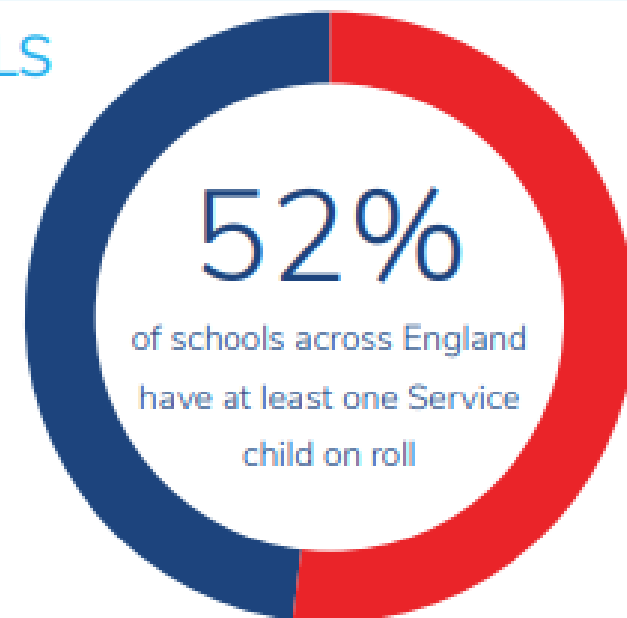


All the SPP recipients in England could fill the Royal Albert Hall

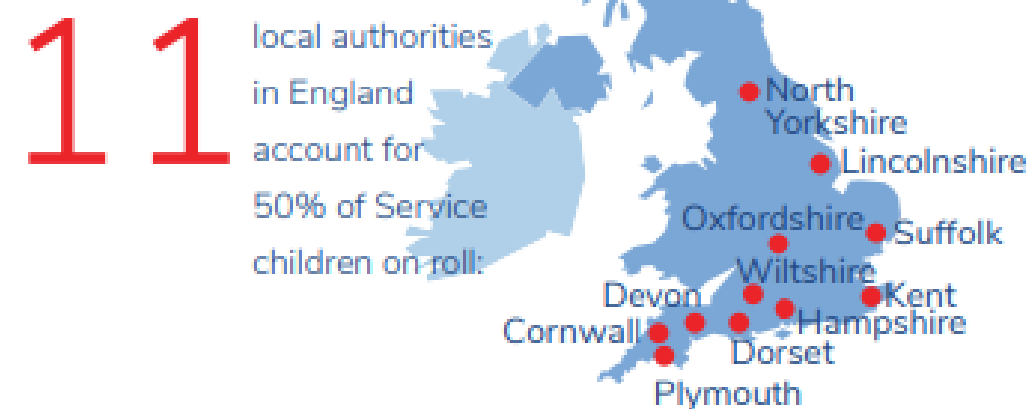
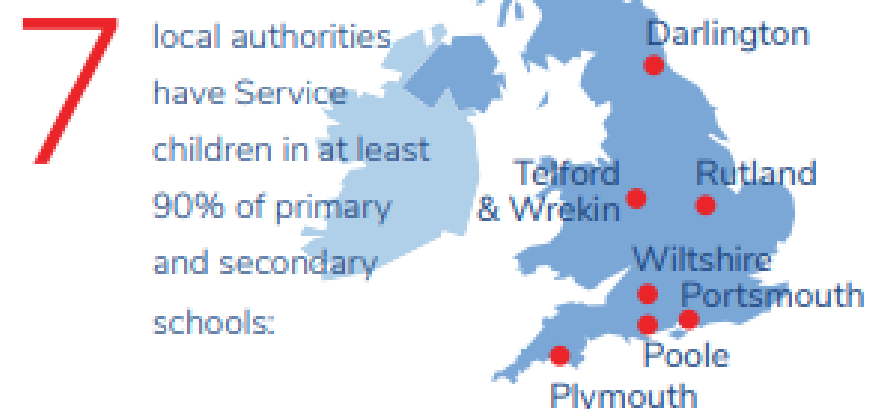
14x



SCHOOLS



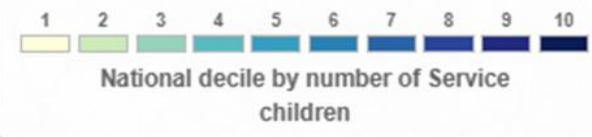
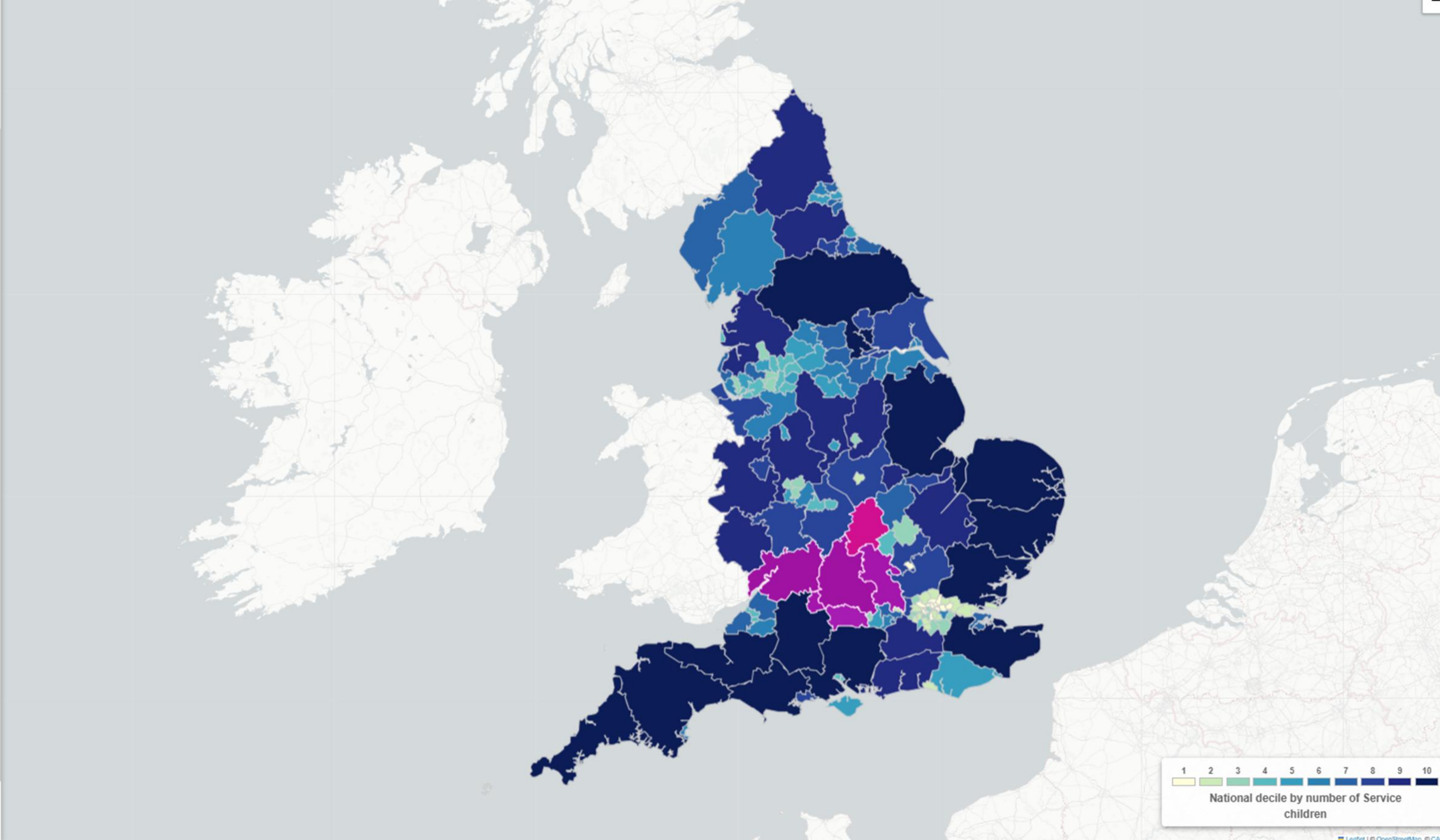
LOCAL AUTHORITIES



(Hall, 2019) using data from the 2018-19 academic year, sourced from the National Pupil Database.

This is a screenshot of an interactive map showing the relative distribution of service children across England using the DfE's 2022 data. You can access the map using this [link](#) or type 'SCiP Alliance map' into your search bar.

- Oxfordshire**
2920 Service Children in 180 schools, which is 64% of all schools
- Buckinghamshire**
900 Service Children in 115 schools, which is 52% of all schools
- West Northamptonshire**
190 Service Children in 70 schools, which is 42% of all schools
- Gloucestershire**
1740 Service Children in 205 schools, which is 72% of all schools
- West Berkshire**
315 Service Children in 45 schools, which is 60% of all schools
- Swindon**
570 Service Children in 70 schools, which is 88% of all schools



Service children in English state schools and the SPP



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- Since 2011, service children (aged between 5 - 16 years) in English state schools have received targeted funding, known as the Service Pupil Premium (SPP).
- The funding was introduced “in recognition of the specific challenges children from service families face and as part of the commitment to delivering the [Armed Forces Covenant](#)” ([MoD, 2025](#)).
- For this academic year (2025-2026), £350 per eligible child was provided to schools, amounting to just over £26.74 million in total ([Department for Education \[DfE\], 2025](#)).

N.B. The SPP is different from Pupil Premium funding and should not be combined. Schools should account for them separately as they have different purposes.

Service children in English state schools and the SPP



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- In the October 2024 school census, there were 76,419 service children who met the [Department for Education's \(DfE\) service child definition](#):
- *“one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service) or is in the armed forces of another nation and is stationed in England and they have been registered as a ‘service child’ in the most recent autumn DfE school census*
- *they do not currently have ‘service child’ status but they have been registered as a ‘service child’ on any DfE school census in the past 6 years*
- *one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme.”*

N.B. This number is considered an underestimate due to the awareness of the funding, the reliance on parental declaration and the lack of portability.

Service children in English state schools and the SPP



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The purpose of the funding is “mainly so that they [schools] can offer pastoral support during challenging times, and to help mitigate the negative impact of family mobility, separation or parental deployment on service children.

- Family mobility: when a service person is posted from one location to another, including overseas and within the UK, resulting in separation from their family or moving of the family home.
- Separation: occurs when a service person is assigned to an unaccompanied location, or the family choose to remain at home when the service person is deployed, resulting in their weekly/monthly commutes home and/or extended periods away.
- Parental deployment: when a service person is serving away from home for a period of time - this could be a 6 to 9-month tour of duty, a training course or an exercise which could last for a few weeks” ([MoD & DfE, 2025](#)).



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Supporting

The Thriving Lives Toolkit

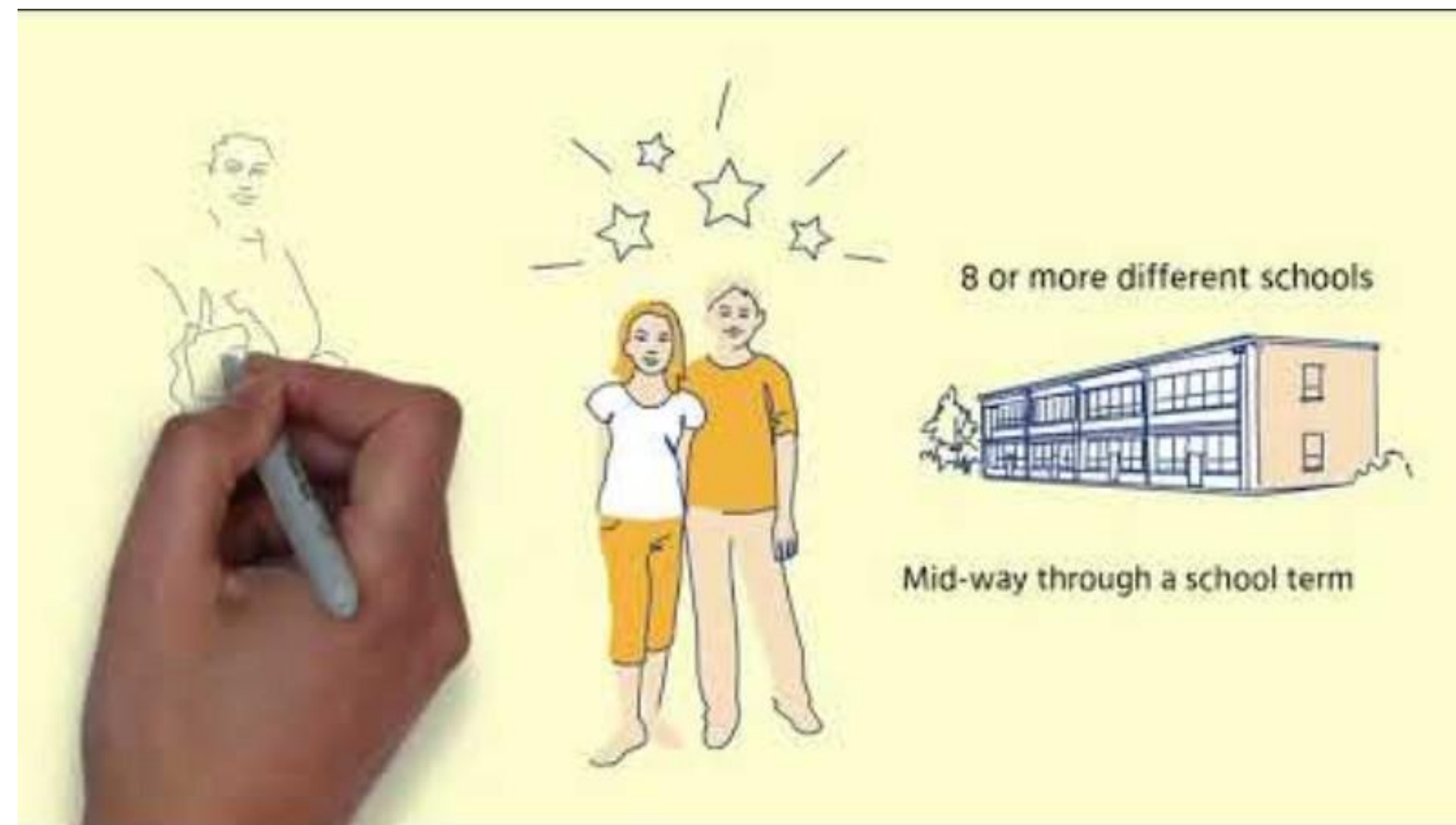
The Thriving Lives Toolkit



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The Thriving Lives Toolkit, developed by the SCiP Alliance and tested by schools, is a framework of 7 principles. It allows schools to identify strengths, reflect on existing practice and work strategically to implement effective support for their service children going forward ([SCiP Alliance, 2026](#)).



https://www.youtube.com/watch?v=P_RMubgtWEU

The Thriving Lives Toolkit

The 7 principles of effective support

1 Our approach is clear

Leaders' understanding and approach ensure resources and policies improve Service children's outcomes.

2 Wellbeing is supported

Tailored pastoral provision supports Service children's mental health and wellbeing.

3 Achievement is maximised

Teaching, assessment and support ensure the continuity of Service children's learning and progression.

4 Transition is effective

Systems and support ensure seamless transitions for Service children arriving at and leaving school

5 Children are heard

Service children's diverse voices are heard and inform the support they receive.

6 Parents are engaged

Strong home-school partnerships help Service families feel valued as part of the school community.

7 Staff are well-informed

Supportive training and networks ensure all staff understand and support each Service child.

The Thriving Lives Toolkit

- Free registration to access the toolkit.
- Review each principle, answering key questions and providing evidence to self-assess current practice as emerging, developing or embedding.
- Each principle has examples of what good practice looks like in the school context, including real life examples.
- You can also add objectives to help plan specific future actions.



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Welcome to the SCiP Alliance
Thriving Lives toolkit for schools.

Login

Underpinned by rigorous research and thoroughly tested in school, the Thriving Lives Toolkit provides schools with a framework of 7 principles through which to reflect on practice and plan support for children and young people in Armed Forces families. Register to access the toolkit, upload your evidence and judgements and submit and download your report.

If you are outside of the United Kingdom and would like to register, please contact scipalliance@winchester.ac.uk

<input type="text" value="Name"/>	<input type="text" value="School Email Address"/>
<input type="text" value="Password"/>	<input type="text" value="Confirm Password"/>
<input type="text" value="Please enter school na..."/>	<input type="text" value="School Postcode"/>
<input type="text" value="Select Local Authority"/>	<input type="text" value="Select a school type"/>
<input type="text" value="Select an education level"/>	<input type="text" value="Predominant Service Repr"/>
<input type="text" value="Number of Children"/>	<input type="text" value="Number of Service Chilc"/>

- I confirm I have obtained the relevant consents to create a profile on behalf of the school.
- I have read and agree to the [privacy policy](#)

Thank you for registering to use the Thriving Lives platform

The Thriving Lives Toolkit



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Dashboard

Users

Thriving Lives Toolkit

New to the toolkit?

New submission

Save history

Need Help

Resources

Privacy Policy
Service Children's Progression
ALLIANCE

5. Children are heard

Service children's diverse voices are heard and inform the support they receive.

- 0 Objectives set
- 0 Completed
- 0 Overdue

Emerging

Developing

Embedding

Progress

0%

Expand

Evidence suggests

- It is vital that Service children are heard and that support is consistently improved in the light of the learning
- Service children benefit from being actively involved in developing support
- Failure to listen can result in a sense of isolation
- There are 5 key questions for schools to consider

What this might look like

- Specific arrangements are made in all student representation bodies to ensure Armed Forces children's voices are heard
- Service child involvement with local Armed Forces community forums and groups
- Facilitating sharing of Service child experiences through arts such as drama, picture books and poster displays
- Mechanisms for the school to capture views from members of Service child support groups
- Enabling participation in conferences and forums for Service children run by LAs, Armed Forces charities and universities
- Using surveys to gather feedback from families about induction procedures, concerns and school processes
- Ensuring Service children feel heard by documenting and celebrating how their views inform change

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Examples from practice

“

“We do activity days where we engage with the community, spread the children’s stories, get their voices heard, and share what their lives are like.”

(Armed Forces support teacher, Primary School, Scotland)

“

“We created arts sessions based on a day in the life of a Service child, role models and place. We then developed focus groups based on the subjects that had come out of these areas of discussion.”

(Stories Outside The Wire primary project lead, England)

“

“We celebrate and recognise the immense feelings of pride that children feel about their parents.”

(SENCO, junior school, England)

Emerging practice

Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent

Developing practice

Schools with developing practice will be addressing this principle to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation

Embedding practice

Schools with embedding practice will fully address this principle with well- established work that is routinely monitored and evaluated and showing evidence of impact

Useful Resources

[Principle Intro](#)

[Case Studies](#)

[Evidence Examples](#)

[Resources](#)

[View All](#)

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Reflect with key stakeholders

5.1: To what extent are Service children represented in school and other forums?

Evidence

Identify data and practice showing where you are now

+ Add Evidence

Add Files:

Max Size: 2MB

Accepted file types: jpg, png, pdf

Drag & Drop your files or [Browse](#)

Uploaded Files:

N/A

Self assessment

Assess your current practice

⚠ Please add your evidence first

Objectives

Identify actions to enhance your support

+ Add Objective

Completed

Deadline

Show example responses 

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- In 2024-2025, the SCiP Alliance ran the Thriving Lives Toolkit webinar series with each session focusing on each principle in turn. All recordings of these sessions are available on the [SCiP Alliance's website](#).
- The SCiP Alliance is also offering online drop-in clinics to support schools in using the Toolkit. Find out more here: [Thriving Lives Toolkit Drop In Clinic - Resources | SCiP Alliance](#).
- Using the Service Pupil Premium funding to buy out staff time to engage with the Toolkit is an effective use of the funding. By doing so, you can create an in-depth understanding of how your school is currently supporting service children and how you can strengthen and broaden existing practice to ensure effective support for your service children.

Feeling overwhelmed or want a helping hand? As part of my fellowship, I can offer support to assist in creating, or developing, your school's provision for service children. Email: robinsonl29@cardiff.ac.uk



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Promoting

**The Month of the Military
Child #MotMC**

Month of the Military Child #MotMC



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- April is the ‘Month of the Military Child’ #MotMC, an awareness-raising initiative which, in the UK, is led by the Education Policy Team within the UK Ministry of Defence (MoD). It aims to “highlight service children and remind people of the positive impact they make in their schools and communities” ([MoD, 2026](#)).
- In recognition of #MotMC, several charities and organisations have created resources ready to use at home or in school, alongside running initiative-specific opportunities for children and young people. These opportunities are open to children without a connection to the military too; helping to foster peer-to-peer relationships and peer understanding of what life is like for service children.



Month of the Military Child #MotMC



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- The charity [Never Such Innocence](#) is running an art and poetry competition throughout April for service children aged 8-18 years (and their non-military peers!). The theme is 'Winds of Change' with more information available on [their website](#) (deadline 1st May).
- The charity [Little Troopers](#) has lots of resources to support the initiative – whether it's at home with family or at school with friends. This includes events, online workshops and downloadable activities. They also have a free [Month of the Military Child Schools Pack](#).
- The charity [Forces Children Scotland](#) has created a guide for delivering a [Month of the Military Child school assembly](#) alongside a range of other resources.

Finally, Friday 24th April is 'Purple Up! Day' (the colour of the #MotMC as it is a combination of all the colours of the different branches of the British military), designed to encourage people to wear something purple in acknowledgment of #MotMC!



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Digital resource pack

Digital resource pack



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To be signposted to further information and resources about service children, access the digital resource pack using [this link \(Padlet\)](#) or QR code.



Padlet



▶ Slideshow

lucybrobinson1 • 3d

Understanding, supporting and promoting service children's experiences in English state schools: further information and resources

lucybrobinson1 2 months ago

SCiP Alliance



scipalliance.org

SCiP Alliance

A partnership of organisations all working to support service children's education and progression.

Of note:
Regional hubs - [The SCiP Alliance Hub Network](#) | [SCiP Alliance](#)
SCiP Alliance Map [SCiP Alliance Map](#)
Thriving Lives Toolkit [SCiP Alliance](#) (includes case studies)

lucybrobinson1 2 months ago

Family Federations - independent organisations supporting military families

lucybrobinson1 2 months ago
Army: <https://aff.org.uk/>

lucybrobinson1 2 months ago
Royal Navy and Royal Marines: <https://nff.org.uk/>

lucybrobinson1 2 months ago
Royal Air Force (RAF) <https://www.raf-ff.org.uk/>

+ Add comment

lucybrobinson1 2 months ago

Charities and organisations supporting service children (England)

lucybrobinson1 2 months ago
The Armed Forces Education Trust is a charity that supports children and young adults whose education has been compromised or put at risk as a result of parents' past or current service in the Armed Forces. [Home - Armed Forces Education Trust](https://www.afet.org.uk/)

lucybrobinson1 2 months ago
The Naval Children's Charity help to support children up to and including the age of 25 from Naval families, serving and ex-

lucybrobinson1 2 months ago

MoD and broader sector organisations

lucybrobinson1 2 months ago
Forces in Mind Trust funds targeted evidence generation and influencing activities that underpin policy-making and service delivery in order to enable Service personnel and Service families to lead successful civilian lives. <https://www.fim-trust.org/>

lucybrobinson1 2 months ago
Families Hub Information Portal: <https://discovermybenefits.mod.gov.uk/families/>

lucybrobinson1 2 months ago

lucybrobinson1 2 months ago

Charities and organisations supporting service children (beyond England)

lucybrobinson1 2 months ago
Forces Children Scotland supports over 12,500 children and young people from armed forces and veteran families across Scotland to realise their potential and thrive. <https://forceschildrenscotland.org.uk/>

lucybrobinson1 2 months ago
Since 2014, SSCE Cymru has worked with schools, children and young people, local

lucybrobinson1 a month ago

Resources to use with service children

lucybrobinson1 a month ago
Recommended reads from Little Troopers: [Recommended Reads - Little Troopers](#)

lucybrobinson1 a month ago
Little Troopers At School - resources for both primary and secondary schools: [Little Troopers At School - Little Troopers](#)

lucybrobinson1 a month ago
Co-produced podcasts (secondary age): [SQUAD - Teen Podcast](#) - Little Troopers & QVS Insights QVS podcasts available



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Q&A



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Wrap up

Event Feedback Form



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Scan the QR code or go to

<https://bit.ly/ServiceChildrenFeedback>



I extend my gratitude to the 19 service children who shared their thoughts, feelings and experiences of being service children with me in poignant and creative ways.



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WEBINAR

Climate change education at the frontlines: voices from the Caribbean



Date
1 May



Time
4pm - 5pm



Location
Online

REGISTER



Dr Shenika McFarlane-Morris,
University of the West Indies



Larissa Kennedy, DPhil Student,
University of Oxford



Olga Mun, DPhil Student,
University of Oxford



Dr Amelia Farber, Research Fellow,
University of Oxford



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Oxford Education Deanery Climate & Nature Collaborative 2026

Two days. Leading experts. Transformational climate education. This event equips teachers with research-backed strategies, collaborative networks, and innovative approaches to develop their school curriculum with climate and nature in mind.



Date
11-12 June



Location
Dept of
Education



Time
9am - 5pm



REGISTER



**Dr Alison
Kitson**



Sarah Lloyd



**Phoebe
Mortimer**



**Dr Travis
Fuchs**



**Dr Megan
Murray-Pepper**



**Dr Kim
Polgreen**



**Dr Steven
Puttick**

RE for other specialists



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A workshop for teachers with other specialisms who are delivering religious education in English secondary schools.



29 June



**Department of
Education**



9.30am - 3.45pm

Book your place now



Dr Nigel Fancourt
University of Oxford



Jonny Tridgell
University of Oxford



Fiona Moss
Culham St Gabriels

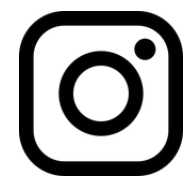
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