

Ministry of Defence Main Building Whitehall London SW1A 2HB United Kingdom

Telephone :

Our Reference:

Dear

Thank you for your **contraction** to the Ministry of Defence (MOD) dated **contraction** in which you requested the following information:

I refer to previous correspondence:

Further to this can the Ministry of Defence supply copies of the core Army, Navy and RAF curriculum resources provided to and/or used in schools, in any part of the United Kingdom, since 2012.

In addition can the Ministry of Defence supply copies of any other curriculum resources provided to and/or used in schools, in any part of the United Kingdom, since 2012.

I am treating your correspondence as a request for information under the Freedom of Information Act (FOI) 2000. A review of our data holdings has been completed, and I can confirm that the MOD does hold some information within the scope of your request; this is provided below.

- The Royal Navy recruiters do not provide any curriculum resources to schools. We assist with the delivery of Science, Technology, Engineering and Mathematics (STEM) activities using our own resources but do not leave anything behind for later use by the school. We do have a teachers pack but this informs them of the services we can offer and does not provide them with any direct curriculum resources.
- 2. The Army information is provided in the attached documents to this request.
- 3. The Royal Air Force (RAF) does not currently provide curriculum resources to schools; RAF outreach teams did previously provide workbooks to secondary school pupils for a 'Maths Challenge'; however these were discontinued in 2013. We do not hold electronic copies of this resource although we have provided a hard copy. If you can provide an address and we will post you the copy.

In addition, the RAF helped develop an online learning resource (along with the Royal Navy, BAE Systems and approved by the Royal Academy of Engineering) which assists with the delivery of Science, Technology, Engineering and Mathematics (STEM) activities to schools. This information is available on the BAE Systems Education Programme Website and is available to view at the following link. https://www.baesystemseducationprogramme.com If you are not satisfied with this response or you wish to complain about any aspect of the handling of your request, then you should contact me in the first instance. If informal resolution is not possible and you are still dissatisfied then you may apply for an independent internal review by contacting the Information Rights Compliance team, 1st Floor, MOD Main Building, Whitehall, SW1A 2HB (e-mail CIO-FOI-IR@mod.uk). Please note that any request for an internal review must be made within 40 working days of the date on which the attempt to reach informal resolution has come to an end.

If you remain dissatisfied following an internal review, you may take your complaint to the Information Commissioner under the provisions of Section 50 of the Freedom of Information Act. Please note that the Information Commissioner will not investigate your case until the MOD internal review process has been completed. Further details of the role and powers of the Information Commissioner can be found on the Commissioner's website, <u>http://www.ico.org.uk</u>.

Yours sincerely,

Defence People

<section-header><section-header><section-header><section-header><section-header><section-header><section-header><text><text><text><text><text><text><text><text><text><text><text><text>

New science workshops

We've developed a ratio of these actions-based challenges becaused on a humaniferian mission accounts. These above the real existence of practical actions as part of the Army. The activities have here experily designed and developed in collaboration with the Debace Science an Decisions' interaction with the birther of Humani Hadrican.



Subject bolt. Notifies and dipartime functions will design as all the one reliable has a balance that account one say and subfactuation mode where any specific as if an array of the transits in provide the right balance of indicates and models and a read stable under a whole many of theoremetance conditions.

Properties Subject hole. Reading and Barmad equilibrium and physical changes Backeris look at designing and explaining how a cooling sait will remove have and allow coldars and all workers to work, unley and b control without overheading in trapically and any comments.



Forensics challenge

Thick Army much CCI. This exciting one workshop challenges abstrate to use science-based schellen is supplem the weight in which other is investigated. Fased or the latest advances of editory and childra beneaties, the last bakes abstrated through as interactive experiments that latest advances into a science science, team bailing and problem scheler ability a theorem cannot clean and latest advances have backet advances because and in the mail work?

Resilience, team building and leadership session

Gel discl: In with the Ange entrance have. We arrange an enderor assolen that gives dividents a laste of Army Issue Subling and problem subling with a welf-energy of the sole or schellber (b) to 30 sublexts can laste port of any De event can last here two hours in the entire day. To hall of challenging lastes that develop meetal and physical distribute

Army careers presentation To help bring to 10% how much diskets can learn, sere and appointers with the Dittah Army, we offer an interactive presentation to engage, satifies and interm diskets. These sections with oth help terms

avanteneza otten Anny a ros e a accan, may also anjuke the many opportunities that an aveilable. With ao many canor streams, apprenticeships and racins of entry – inclusing callege and antenesity options – Its Tables derwey in Neir out what's on ets meet the actives mat' We can arrange bar an emails share it has as a qualith with in statemis and parents with a statemistic and parents on enge of the statemistic With a wide composition for and activities available, we

Army work experience Fordulation laws to lind out norm about a conset in the Army, we then the Armanian in the Army, we then the Armanian in the Army, we the physical lineax. These can be informed to field and a sequence physical armony and field and the Army linear the Armony South Laws and Army linear that many methods have wath the constraints on orthors

Spotlight on financial bursaries for FE students

The Army GD Form Schulardhip helps dadents looking to join as an Officer. The generous university underproducts becausy achieve is also residable. The Army size offices a non-committed gap year "internative" (paping a salwy of around 173,000) for these resoluting which is do advisor university.

Whatever routs students word to take, we have some of the best incentives and opportunities available anywhere in the UK



ТО		To gain an understanding of the skills that students have in order to sell themselves to future employers including what motivates and drives them and what they want in a job. To look at CV and covering letter content.				
EO		Extract information from worksheets Use communication skills to work in pairs / groups				
Lesson Title		Employability Skills – How to get that job. CV Writing				
Objectives		Objectives. By the end of this lesson, students will be able to describe the skills that they have, what they are lookin for in a job and what is important to them. They will have an understanding of CV writing and what goes into a CV and covering letter.				
Duration		45 min lesson				
Resourc	ces/references	3 Worksheets: 30 Second Commercial, identifying strengths, values and drivers. White board and p	en (for facilitato			
Time	Method		Resources			
		Introduction				
		1. Interest. In the ever increasing competitive world of work, employers are looking for their employees to have a number of other skills as well as the qualifications. Having an understanding of what makes you tick could help you decide what type of job, or at least working environment that you should look at.	PPt			
		2. Need. Everyone at some stage of their life will need a CV.				
5 mins		3. Objectives. After this lesson students should be able to: Describe the skills that they have that any employer will look for Be able to identify their strengths and what drives / motivates them Have a greater understanding of CV writing and what it entails Knowledge of the importance of a covering letter.				
		Ask - Why is it important that we are covering employability skills?				
	1		1			

Lesson Plan for Employability Skills - Part 2. CV Writing

		Main body	
	Teacher led / whole class	One of the biggest parts about getting a job is the ability to sell yourself. This can come across as unnatural or feeling stupid (bigging yourself up or coming across as arrogant). Some of you may feel that you've got no skills to sell to an employer and this session should give you all the confidence to know that ALL of you have skills that an employer wants.	
10 - 15mins		Hand out '30 Second Commercial Sheets'. Ask them to go through the questions.	Skills sheet
	Individually / Teacher led	The key strengths and personal qualities <i>might</i> be the part they struggle on – in which case stop the class and Click on 'Identifying Strengths' slide. Ask the class what they think this means and write some buzz words / statements on the board to help them. Hand out Strengths worksheets (if there is a lack of time – this could be given as a worksheet at the end for students to do to help them construct their CV)	White board Identifying Strengths Activity
		Some may not have had a job or feel that they have done anything. Ask them about whether they are in: A sports team - motivation / commitment – to train in the cold, to get there (inc time management), teamwork, good communication. Playing an instrument - motivation / commitment to practice, working through pain (when they 1 st started -guitar – fingers, clarinet – bottom lip etc), Commitment, have they played in front of an audience = confidence etc. Ability to follow instructions. How do they get to sports practice or outside of school lessons – planning skills and time management (got to get there, on time etc) The slide with the statements might also give them some ideas. Pick out a couple that could be related to playing on a sports team, being in a youth club etc – ie helping those who have not had a job. Some who have had a job may not see that 'babysitting' has any skills when in fact – communication skills, patience, reliability, trustworthiness etc are all important.	Facilitator must go round the class and help students who are struggling for experiences they can draw on.
	Teacher led	Nice to have* Recommend hiding slide in a 45 min lesson. <u>Work and Careers in 21st Century</u> . Main point is that not many people stay in one job for life. Many things that have changed the working world as it is now compared with when their parents got jobs.	