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RECORD OF REVIEW

Date Reviewed	Reviewed BY	Next Due Date
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INTRODUCTION

The increasing incidence of skin cancer in Britain is an issue that affects parents and schools. Prolonged over-exposure to the sun and episodes of sunburn under the age of 15 are major risk factors for skin cancer later in life. Exposure to the sun can also cause premature ageing of the skin. The British Association of Dermatology estimates that four out of five skin cancer deaths are preventable.

It is therefore important to protect the more delicate skin of young children and teenagers to reduce the risk of cumulative damage and sunburn. Research by Learning Through Landscapes (LTL) in the late 1980s found that a quarter of the time young people spend at school is spent outdoors.

Fortunately, the sun safety message is relatively straightforward:

- Stay out of the sun during the middle of the day
- Cover up with clothing and hats
- Use high-factor sunscreens

This may sound like good holiday advice, but what does it mean for schools? Above all sun awareness is a safety issue, and schools will want to prevent the possibility of sunburn while pupils are at school or on school trips. The best approach is one that combines:

- Education about sun safety. Learning about sun safety can help to instil positive attitudes and practices that persist into adulthood. The topic is relevant to several areas of the curriculum.

- Protection from the sun. Practical protection in the form of shade and appropriate clothing are the most effective ways of preventing sunburn and reducing the risk of skin cancer.

This two-pronged approach when reinforced at home and in the community can contribute to reducing the incidence of skin cancer.

These guidelines are designed to help schools incorporate sun safety into their management system and into the curriculum. Time and resources are always limited, but sometimes small changes can make a difference.

A SCHOOL SUN SAFETY POLICY

The aim of a sun safety policy is to protect children and staff from skin damage caused by the effects of ultraviolet radiation from the sun.

Sun safety cuts across various management issues and is relevant to different areas of the curriculum. It can be helpful to bring these elements together in a sun safety policy that staff, pupils and parents understand and support. The benefit of a separate school policy on sun safety is that it enables the school to formulate a clear aim and programme of action. This can then be incorporated into the school's developmental plan where it will be implemented and monitored. Involving the PTA from the start will help to raise the awareness of parents and reinforce sun safety behaviour at home.

Alternatively, schools may decide to incorporate sun safety measures within existing school policies, for example:

- the uniform or dress code policy;
- the health and safety policy;

- the health education policy;
- the school outings policy; and
- the medicines in school policy.

Each school will have its own systems and mechanisms for addressing policy issues. The intention of these guidelines is to highlight the issues and suggest ideas. Schools can select those that are appropriate and practical for their particular circumstances.

Any health promotion programme is more successful when an integrated whole school approach is adopted. The main elements of a sun safety policy are:

- protection: providing an environment that enables pupils to stay safe in the sun;
- education: learning about sun safety to increase knowledge and influence behaviour;
- collaboration: working with parents, governors and the wider community to reinforce awareness about sun safety and promote a healthy school.

It is important to have the support of staff, governors, and parents to ensure that the policy is implemented and reinforced through the school and at home. The first step is to raise awareness about the risks of skin cancer and the implications for your school. The following sequence traces the key steps in developing a sun safety policy. A model sun safety policy is provided together with a sample letter to parents. You can use the model policy as a discussion document and the letter to inform parents and enlist their support.

DEVELOPING A SUN SAFETY POLICY

Stage 1: Put sun safety on the school agenda

Use the facts in these guidelines to raise awareness about sun safety at staff and governors' meetings, and with the PTA. Use opportunities like the development of the school grounds or discussions about uniform to highlight the issue. Involve the school nurse or seek advice from your local health promotion department.

Stage 2: Nominate someone/or a group to take the lead

Decide who should take the lead and who to involve, eg: the school nurse, curriculum co-ordinators and the health and safety representative, etc. It may be helpful to form a small working group to look at different aspects of the school's developmental plan – school premises, uniform, and curriculum – to determine where sun safety can be incorporated.

Stage 3: Assess current sun awareness and sun safety provision

Understanding what your school does now can help you plan and monitor progress:

- Exposure to the sun – on average, how long do children spend outdoors, on a daily or weekly basis? Include break times and physical education lessons.

- When are outdoor activities mainly scheduled?

- What shade is available? How much cover does it give between 11 am – 3 pm?

- Does the uniform/dress code encourage maximum cover and hats in the summer term? Do staff and pupils wear hats?

- Is the use of sunscreens allowed in school? Who is responsible for ensuring they are used correctly in primary schools?

- Where does sun safety appear in the curriculum? What support is needed to include sun awareness in appropriate curriculum areas?

Stage 4: Consult teaching and non-teaching staff, governors, the school nurse and parents

Consider the needs of staff who spend more time outdoors. Schools can involve pupils in the development of the policy and so begin to raise sun awareness within the curriculum.

Stage 5: Draft and ratify policy

The key elements of a policy are shown in the model provided.

Stage 6: Implement the policy

To implement the policy, clarify the roles of different staff members, devise a plan of action and consider what support is required. Raise sun awareness on teacher input days. Publicise the policy and inform parents and carers of issues that require their support and input, eg: providing hats or the use of sunscreens, etc.

Inform pupils of their responsibilities under the policy. This could be done as part of a sun awareness event at the start of the summer term.

Stage 7: Review the policy regularly

Monitor progress and review the policy:

- shade provision;
- sun safe behaviour: covering up, wearing hats, use of shade and sunscreens;
- curriculum coverage of sun awareness.

MODEL

SUN SAFETY POLICY

..... School believes in Sun Safety to ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in sunlight.

As part of the Sun Safety Policy, our school will:

- educate children throughout the curriculum about the causes of skin cancer and how to protect their skin;
- encourage children to wear clothes that provide good sun protection, and use sunscreens where appropriate;
- try to schedule outdoor activities at times other than the middle of the day when the sun's rays are most harmful;
- hold outdoor activities in areas of shade whenever possible, and encourage children to use shady areas during breaks, lunch-hours, sports and trips; sunbathing is definitely discouraged;
- work towards increasing the provision of adequate shade for everybody;
- encourage staff and parents to act as good role models by practising sun safety;
- regularly remind children, staff and parents about sun safety through newsletters, posters, parents' meetings, and activities for pupils;
- invite relevant professionals (such as dermatologists, school nurses, and health promotion officers) to advise the school on sun safety;
- make sure the Sun Safety Policy is working. We will regularly monitor our curriculum, assess shade provision, and review the sun safety behaviour of students and staff (use of hats, shade, etc).

Signed: ..... **Date:** .....

SAMPLE LETTER TO PARENTS can be adapted to suit your circumstances.

Dear Parent

Sun Safety at School

The school is concerned about protecting staff and pupils from skin damage that can be caused by the harmful ultra-violet rays in sunlight. The rate of skin cancer in this country continues to rise and it is the second most common form of cancer in the country. Almost all skin cancer is caused by the sun. This means, of course, that most skin cancer is preventable. Both cumulative exposure to the sun throughout our lives, and occasional episodes of sunburn particularly when younger are linked to the development of skin cancer later.

The skin of young children and adolescents is more delicate and the school believes that by encouraging sun safe behaviour and teaching children about the risks of sunlight, we can contribute towards preventing skin cancer.

The school would like your help and support in this matter. We will be encouraging children to avoid sunburn and over-exposure to the sun by:

seeking the shade particularly during lunch breaks

wearing wide-brimmed or legionnaire-style hats

wearing clothing that protects the skin – longer sleeved shirts and longer shorts – particularly for outdoor activities and on school trips

using a high factor sunscreen (SPF 30+)

Staff will be encouraged to set an example. The school is reviewing the amount of shade available and the possibilities of providing additional shade. We are also considering what can be done about clothing and hats. Your views are welcomed.

You can help us by encouraging your child to bring and wear a hat at school and particularly on sports days and other outdoor evens such as school trips.

Protective clothing on these occasions would be greatly appreciated. Please provide a tube of sunscreen lotion and plenty of liquid to avoid dehydration. If your child is particularly fair-skinned and freckled, a higher factor sunscreen (SPF 30) is recommended.

(if the school is providing sunscreen, you could replace this paragraph with the words on the next page, and insert a tear-off consent slip like the one shown)

At the same time, the key sun safety messages will be incorporated into curriculum activities as appropriate so that the children learn why we are promoting the shade and protective clothing.

Yours sincerely

Headteacher

The use of sunscreen at school - model for a parental consent form

We need your permission for your child to use the sunscreen provided by the school. The particular sunscreen used is (*insert product name*).

Please use this tear-off slip to give your permission. If your child has any allergies or skin sensitivities, you may want to check this with your GP first. The school will inform you if your child has any adverse reaction that may be due to the sunscreen, and will take medical advice if necessary.

Name of parent/guardian: .....

Name(s) of child/children: .....

please tick

O I am happy for my child/children to use the named sunscreen provided by the school.

O I am not happy for my child/children to use the named sunscreen provided by the school.

Date: ..... Signature: .....

SHADE

Stay out of the sun in the middle of the day – head for the shade.

Avoidance is the most effective way of reducing exposure to the sun and preventing sunburn. It presents a number of challenges within the school environment.

Providing adequate shade for everyone may be a long goal, but there are various measures that schools can take in the short term. Shade can be:

- Natural – plants, hedges and trees
- Constructed – canopies, awnings, shelters.

Make sure that sun safety is considered in any plans for developing or updating school buildings and grounds, and as a maintenance issue. Seek advice from the Council's planning department. If the playing fields belong to the local Parish or Borough Council, discuss the importance of providing shade. Some local authorities have developed sun awareness policies and may be willing to provide shade.

Shelters not only offer shade but also can provide protection against wind and rain. Natural shade will enhance the school's environment and planting trees and shrubs can be the focus for a number of projects within the curriculum. The charity Learning Through Landscapes (LTL) has found that improving the quality of the school environment enhances the image of the school, improves pupil behaviour and attitudes, and reduces vandalism.

The first step is to conduct an audit to find out what shade is available in the areas used by pupils during break and lunch times. Also review the provision of shade next to playing fields, recreation areas, and swimming pools that are used for PE and for special events such as sports days, summer fetes and so on (see outdoor activities). Perimeter shelters, hedges, trees and fences can provide shade.

Questions to ask

- Is there any natural shade? Where is it and how much cover does it provide?
- What shade is provided by the buildings, other purpose-built shelters, and fences?
- Which areas are used most frequently by pupils, particularly between 11 am – 3 pm?
- Is the shade adequate for the numbers of pupils using these areas?
- Can some areas be improved more easily than others?

Points to consider when developing shady areas

- Shade is more important in those areas that pupils use frequently.

- Encourage pupils to seek the shade by providing seats or marking out games in these areas. Place water fountains in the shade.

- Sunny and shady areas will vary according to the time of the day; concentrate on provision during the middle of the day.

- When locating and designing shady areas, pay particular attention to south and west facing areas, and take account of other conditions such as windy places.

- Assess the amount of shade as a percentage of the total area so comparisons can be made between different sites.

- Take account of the ground surface as some surfaces, like water and sand, reflect more UVR than others, for example grass or tarmac. If the school has an outdoor pool or sand and water areas, shade is particularly important.

- Consider what type or combination of shade is suitable for the site. Natural shade will help to green the school environment, but constructed shade may be more practical or necessary in the interim.

- Enclosed shady areas may create security problems or difficulties for staff monitoring break and lunch times; consideration should be given to safety and security when designing shade.

Natural Shade

A short-term solution is to cover pergolas or other shade structures with fast-growing climbers. There is a wide selection of attractive, flowering plants to choose from. You can involve pupils in the design and selection of the plants as part of the science curriculum or as an environmental project to 'green' the school grounds.

Consider whether hedges are more appropriate than fencing around the school perimeter and which will offer the most shade.

Tree-planting is a longer-term investment. Select trees that provide a broad canopy and plant them in groups to maximise the potential for shade. See professional advice from your local tree officer about suitable trees and shrubs for the site and how to care for saplings, or take part in educational initiatives such as "Growing with Trees", a millennium initiative organised by LTL.

Constructed Shade

In addition to awnings and pergolas, schools may consider erecting more permanent shade structures or converting existing outbuildings. Imaginative covered areas can be created; for example picnic areas, sandpits or reading dens. If you are planning new facilities, such as a fitness trail, think about the need for shade. Care is needed when selecting construction materials to ensure adequate protection from ultraviolet radiation.

Consider solid fencing as opposed to wire fencing as this will offer shade around the perimeter of the grounds.

Short-term, practical solutions

- Provide sunshades or umbrellas, particularly where pupils congregate outdoors. These can be stored easily during the winter months and used for special school events like sports day.

- Consider the use of awnings and canopies to extend cover from existing buildings.

- Erect easily-constructed structures like pergolas and archways. Plant fast-growing climbers or use materials such as coconut matting or plastic netting available from DIY and garden centres.

- Re-schedule outdoor activities during the summer term so that they take place before 11 am or after 3 pm, particularly for the younger age groups.

- During the summer term introduce a system for warning staff and pupils on high-burning days. The Meteorological Office provides a sunburn forecast in the summer based on predictions of UV intensity. This gives the burning times for an 'average' fair-skinned person. Check the forecast on national and local weather bulletins.

- Encourage the use of hats outdoors and make them compulsory on sports days or other events when pupils will be outside for extended periods.

Fundraising or grants

Involve the PTA and parents in the development of a sun safety policy. The PTA funds could be used to buy hats, sunshades or shade structures. Sports days or other outdoor activities can be used by the PTA to raise money for this purpose whilst also raising awareness of sun safety. Alternatively, a sponsored walk or cycle ride can raise money for greening the school environment as well as encouraging pupils, parents and staff to take part in physical activity – remind participants to protect themselves from the sun.

Consider whether there is an opportunity for sponsorship from your local garden, DIY centre, or other related business. They may be willing to offer discounts or donate plants and materials in return for some recognition – a plaque, coverage in the local media, or use of the school as a demonstration site. Seeking sponsorship can be time-consuming; this may be something the PTA could take on.

OUTDOOR ACTIVITIES

Encourage physical activity and outdoor fun without burning.

Outdoor physical education, sporting activities and sports days, field trips, school outings, picnics, summer fairs, holiday clubs and other events are times when pupils, staff and spectators are more exposed to the sun. There is a risk of sunburn and heat stroke. On cloudy and windy days it is still possible to burn so protection is equally important.

Although we think of sun protection as a summertime issue, it is important to reinforce the message at other times as more people take winter “sun” breaks or go skiing. As with summer outings, sun safety advice should be given to parents and pupils in conjunction with school skiing trips as reflection from the snow plus altitude increases the risk of sunburn. At altitude UV rays can be up to three times stronger than at sea level.

What schools can do

- Actively discourage sunbathing.

- Review the timetable for outdoor PE. Can this be scheduled before 11 am, particularly for younger pupils? Schools may timetable lessons in the morning when they believe pupils are more alert and fresh, but physical exercise can help to energise children.

- Consider scheduling sports days and other open-air events in the early evening to avoid the hottest part of the day. It might be easier for parents to attend. This could be combined with a PTA social event.

- Provide shade, if only on a temporary basis, with awnings and sun shades. If schools are using other venues, for example local authority playing fields, check that there is shade. If not, talk to the authority about the need for shade and whether they can provide temporary structures or shades.

- Insist that pupils wear hats for sports and games in the summer months. Have a supply for those who forget to bring them. Provide hats as part of the kit for school teams. Make sure that staff also wear hats outdoors to set an example.

- Use letters, posters, programmes and other means to advise parents about the need for protection on school outings and trips, sports days and at school fetes. Protection will

include appropriate clothing, hats, sunscreens and possibly sunglasses. Remind parents to provide plenty of liquids.

- Ensure there is plenty of drinking water. Children need extra fluids in hot weather to prevent dehydration.

- On sports days and at fetes, use the tannoy to remind people to take care in the sun, display pupils' work on sun awareness, provide information on the programmes, and at the First-Aid tent.

First-Aid

Sunburn: Children should be taken indoors and the affected area cooled with cold water. Apply after-sun lotions or calamine lotion to help soothe the skin. Loose clothing should be worn and the skin kept covered until the sunburn has healed. Give the child plenty of fluids. In the case of blistering, seek medical advice.

Heat exhaustion: This is caused by exertion in and over-exposure to high temperatures. Heat exhaustion is accompanied by dizziness, headaches, and muscular cramps in the lower limbs. The child may faint. Lie the child down in a cool place and, if conscious, give them sips of cold water. If the condition worsens, seek medical aid. If the child becomes unconscious, place in the recovery position, and call for medical assistance.

Heat stroke: Signs include dizziness, nausea and flu-like symptoms. The child will have a temperature and look flushed although the skin remains dry. It is important to reduce the child's temperature by taking them to a cool place, removing their clothing, and putting them in a half-sitting position with the head and shoulders supported. Wrap the child in a cold wet, sheet. If symptoms persist, seek help or, if the child becomes unconscious, place in the recovery position and call for medical assistance.

UNIFORM

Cover up in the sun and wear a hat.

The school uniform policy or dress code can be adapted to promote sun safety. If the school is considering changes to the uniform, then sun protection is an important issue. Where schools do not have a uniform, they can advise parents about the benefits of covering up and recommend suitable clothing for summer days and outings.

A useful first step is to encourage pupils to wear hats. Staff should set an example by wearing hats outdoors. PTA funds might be used to subsidise the cost of hats. Some schools make hats compulsory during outdoor PE in the summer, at sports days, and on school outings. Consider whether school hats should be kept at school or whether the school should have a supply of hats to loan out to children who forget to bring them. Hats should be a compulsory item for school sports teams.

Clothing

The 'cover' factor is the most important aspect. Shirts must have sleeves, the longer the better, and collars help to protect the neck. Shorts should be longer to protect the top of the legs. Loose-fitting clothes are cooler.

White is a popular colour for PE shirts, but dark colours generally provide better protection than light colours.

Most quality fabric will protect the skin although the closer the weave the greater the protection. Special fabrics are not necessary.

Hats

Wide-brimmed hats or legionnaire-style caps are the most suitable. They provide adequate cover for the face, ears and back of the neck. Dark material for the underside of the brim or peak will reduce the amount of reflection on to the face. School logos can be printed on hats.

Sunglasses

Ultra-violet rays can damage your eyes. Sunglasses should conform to the European Standard BSEN1836:2005 and carry the CE mark. However, permission to wear sunglasses at school may create other problems including loss or theft, damage, and accidents. Schools may decide to restrict permission to pupils with special needs. If schools do not allow sunglasses to be worn at school, the protective message about glasses should nevertheless be given as part of any sun awareness activity.

SUNSCREENS

Use a high factor sunscreen.

The purpose of using sunscreens is to protect people from sunburn which is a risk factor for skin cancer. They should be used in combination with other measures like covering-up or seeking shade, but are useful when other means of protection are unavailable or impractical. They should not be used in order to extend the amount of time spent in the sun.

Sunscreens act in different ways:

- Some act as a physical barrier to the sun, reflecting the sun's harmful UV radiation.
- Some contain chemical absorbers that soak up UV radiation reducing the amount that reaches the skin.
- Others combine both methods.

The Sun Protection Factor (SPF) in sunscreens is a measure of the amount of UVB radiation that filters through to the skin. The higher the factor, the greater the protection. All sunscreen products sold in the UK carry an SPF rating. This can range from 2 to 30 or more. It is more difficult to measure the protection factor against UVA. Some companies use a star system which gives the ratio of UVA to UVB protection.

The SPF number indicates how long a person could stay in the sun without burning compared with the length of time it takes to burn without the sunscreen. For example, if a person normally starts to burn after about 10 minutes, then it would take approximately 150 minutes to start to burn if the person uses a sunscreen with SPF30.

What schools can do

- Encourage the use of sunscreens in school, particularly for fair-skinned, freckled children. This could be incorporated into the medicines in school policy.
- Write to parents at the start of the summer term about the need to protect their children from the sun. Recommend that parents provide sunscreens and a hat, particularly for use on sports days and school outings. These should be high factor sunscreens (SPF 30 or more).

Fair-skinned children may need a sunscreen with a higher factor (SPF 50).

- Explain how to apply sunscreens properly. Teachers will need to show younger children how to do this.
  - Apply it thickly and evenly over all exposed areas.
  - Pay particularly attention to the ears, the neck and the face, even if hats are worn.
  - Check the instructions; some sunscreens should be applied some time before exposure to the sun.
  - Re-apply regularly if out in the sun for long periods, especially after swimming.

The price of sunscreens may be a barrier for some parents, and primary and junior schools will need to ask parents about possible allergies or skin sensitivities. Some products can cause staining on fabrics. Enquire about the availability of large, commercial dispensers for this purpose; your local health authority dermatology department may be able to advise.

School sun safety policies should promote the self-application of sunscreen by pupils. Most children, apart from the very young and those with special needs, will be able to do so under supervision. It should be recognised that there could be the potential for allegations of abuse and in the cases of very young children or those with special needs, written permission should be sought from the parents and two persons should be present during application.

Contact

Fenton Pharmaceuticals Ltd
http://www.fentonpharmaceuticals.com/consumer_health_delph.php

STAFF

Teaching and non-teaching staff need to be aware of sun safety and the school policy if they are expected to encourage children to wear hats and seek the shade. It may be helpful to ask the school nurse or a local health professional to have some input into a staff meeting or INSET day. Check with your local health promotion unit to find out if they can help or advise and whether they send out regular information about sun awareness so that the school can keep up-to-date.

Consulting staff about the sun safety policy is the best way to develop a policy that reflects their views and takes on board their concerns. Launching the policy through the school newsletter, on notice boards or by other means will ensure that everyone is aware of the school's stance.

Sun safety displays on notice boards during the summer term will remind staff and pupils to protect themselves. Get the children to produce these in art or design and technology.

The sun safety policy is about protecting staff as well as pupils. That means that staff should be encouraged to wear hats and seek the shade whenever possible, particularly those who spend more time outdoors – PE teachers, groundsmen, and break monitors. At the same time, teachers become positive role models.

Teaching staff may require additional support or resources if they are to incorporate sun safety messages into curriculum activities. These guidelines include a list of available resources to help with curriculum work. Contact your local health promotion unit or curriculum and professional development centre to find out what is available.

ALLIANCES

Schools can only do so much to influence children's attitudes and behaviour. It is therefore important to involve parents, governors and other agencies so that they can reinforce what the children learn in school. Consulting them about the policy is one way to do this.

Routine messages to parents through newsletters, and other guidance on uniform, outings and sports days, can raise their awareness and engage their support. Work with the PTA to discuss issues such as shade, uniform and hats.

EDUCATION

It is never too soon to learn about sun safety. Learning should include knowledge about the sun, its effects on the environment and human life, the risk of skin cancer and ways to protect ourselves. In addition to factual knowledge about the sun, this would involve: discussing attitudes to suntans; exploring environmental factors that prevent the adoption of healthy behaviour; and encouraging personal responsibility.

Learning about the sun and keeping safe in the sun is a cross-curricular theme. Related concepts can be explored within English, mathematics, science, geography, and design and technology. Children's personal and social development is highly relevant to sun safe attitudes and behaviour.

Of course, in a full curriculum it is difficult to incorporate yet another topic or issue. The attached activities have been drawn from many sources. They are only intended to stimulate ideas that can be undertaken in connection with existing work or as projects. Several ideas, eg: conducting a shade audit, can be adapted for use at different key stages.

Teachers might also consider asking the school nurse or an outside speaker to talk to pupils about skin cancer and sun safety. Potential speakers include health promotion advisers, dermatologists, GPs or practice nurses. Primary schools can contact their local Boots store and talk to the "sun shop" consultant who is equipped to provide a mini presentation about sun care using a teddy bear icon called "Sunshine Sam".

CURRICULUM ACTIVITIES

Key Stages

Infant, primary and junior schools

Key Stage 1 (5-7 years)

"The Sun" is an everyday and interesting topic to explore with your children at primary school. It cuts across many other topics – the weather, the seasons, light, energy, our environment, holidays, keeping safe, growing things, and so on. The sun also provides a rich source of material for reading, writing and drawing.

At this age, children are keen to explore and learn and can with encouragement and constant reminders be guided to cover-up in the sun and play in the shade.

Key Stage 2 (7-11 years)

Many of the sun safety themes can be explored across the curriculum in more depth. Children at this stage take on more practical and project work as part of their learning. As they develop their personal and social skills, they will begin to question more. Pupils may respond well to sun safe behaviour encouraged as part of project learning.

Secondary school

Key Stage 3 (11-14 years) and Key Stage 4 (14-16 years)

By their early teens, children have more positive attitudes towards suntans and are more easily influenced by fashion. It is unlikely that they will be as convinced by sun safety messages as younger children. However, by exploring some of the social, cultural and psychological aspects of health behaviours, combined with realistic advice about sun safety, it may be possible to modify their behaviour and lessen the risks. Pupils at this stage are more likely to believe that they can tan 'safely' by reducing the length of time they spend in the sun, using sunscreens, and wearing hats and sunglasses.

Key Stage 1 - Ideas for activities

English	
Speaking and listening	Ask children to describe the weather each morning for a week; ask them how this affects their day – what they wear, what they do, etc. Talk about dressing for sunny days. Read stories that involve the sun and activities in the sun.
Reading	Use words to do with sunshine – sun, hat and activities in the sun.
Writing	Get the children to draw the things they would take to the seaside and match them up with word cards.

Mathematics	
Using and applying maths	Get children to measure their shadows at different times of the day. Talk about why shadows lengthen.

Number	Measure the height of plants grown in both the sun and shade. Pace out the playground area and the amount of shade.
Shape, space and measures	Talk about spheres and the sun as a sphere. Using time as a topic, get children to draw a clock and shade in the hottest part of the day (11 am – 3 pm). Look at different shape hats – conical, round, etc – and explore which ones give most shade.

Science

Experimental and investigative science	Talk about light – natural and artificial light. Investigate the importance of sunlight to plants by growing some in the shade and others in the sun, measure the results. Discuss what sunlight does to our skin.
Life processes and living things	Compare hair, eye and skin colour. Discuss the differences and what this means for sun safety. Learn about the dangers of the sun and how to keep safe.
Materials and their properties	Test what happens to different materials in the sun. Why do some materials heat more quickly and what does this mean for the clothes we wear in the sun? See how the sun dries up materials, including our skin.
Physical processes	Talk about the stars and the sun as a star. Show how the rotation of the earth causes night and day, seasons, etc. Play shadow games to demonstrate the movement of the sun at different times of the day.

Key Stage 1 - Ideas for activities

PSHE Safety	Understand different dangers and things that affect our health. Talk about the risk of sunburn and how to protect ourselves.
Geography	Explore the school's outdoor areas. Ask the children to identify which areas they use for play and games, and which are the sunny and shady areas. Look at how people dress in different countries and why.
Design and technology	Make paper hats and look at how the different shapes protect the face and neck. Make a sundial.
Art	Draw and paint pictures and posters about what we do on sunny days. Get the children to talk about the picture – what they are wearing and how they feel. Get the children to produce a picture clock of their day at school – half to do one for a rainy day, half for a sunny day - and compare them. Ask the children to design a sun-safe character. Make a mobile of the sun and planets for use in science.
Physical Education	Encourage children to cover up and wear hats during games. Make sure teachers wear them too!

Key Stage 2 - Ideas for Activities

English	
Speaking and listening	Make up 'sunny' poems to read aloud.
Reading	Read myths and legends about sun gods and discuss why they were so important to different civilisations. Use the sun as a topic to encourage children to find out more from reference books.
Writing	Ask the children to write a sun-safe holiday diary – how they protected themselves from the sun. Get the children to write postcards to each other from a safe favourite holiday location, including one piece of sun-safe advice.
Mathematics	
Using and applying maths	Get the pupils to help with a shade audit of the school grounds. Map out and measure the amount of shade at different times of the day and plot the changes on a graph. If the school has trees, find out which provide the most shade.

Number	Conduct a survey of the sun safety habits of staff and children: how many wear hats, use sunscreens, or head for the shade.
Shape, space and measures	Explore the shade value of different shapes.
Handling data	Use the results of the shade audit to explore different ways of presenting data.
Science	
Experimental and investigative science	Demonstrate how light is reflected from different surfaces and discuss what this means for sun protection. Measure and compare the temperature of sunny and shady areas in the school grounds at different times of the day.
Life processes and living things	Demonstrate the importance of light. Use plants to explore ideas about light, eg: why some plants thrive in the sun.
Materials and their properties	The human body. What is the function of the skin and how can we protect it?
Physical processes	Explore the sun and the earth in the solar system. Discuss radiation, including ultra-violet rays and the protective role of the atmosphere and ozone layer, as well as other factors that affect the power of the sun's rays.
PSHE	Undertake a project on safety in school. Explore potential risks in the school environment, including exposure to the sun, and ways of preventing harm.
Key Stage 2 - Ideas for Activities	
Geography	Use climate to discuss how humans and animals adapt to their environment. Show how climate has affected building styles in cold and hot countries. Set up a weather station and record temperatures, rain and hours of sunshine.
History	Look at fashion through the ages and how clothes today provide less protection. Compare leisure time today with that of the past.
Design and technology	Create a sundial that includes warning symbols to show when the sun is most intense. Design a shade structure for the school grounds, taking account of the properties of different materials tested in science.
Art	Get pupils a warning poster for days when the sunburn forecast is high. Design sun safety posters for a sun awareness display.

Physical Education	Encourage pupils to cover up and wear hats

Key Stage 3 - Ideas for activities

English	
Speaking and listening	Get pupils to make presentations about the dangers of the sun, and avoiding harm.
Reading	Ask pupils to gather information about sun awareness from various sources, in order to do the presentation.
Writing	Ask pupils to write about sun safety for different audiences – a newspaper article, a leaflet for the doctor's surgery, and advice for summer holidaymakers.
Mathematics	
Using and applying	Ask pupils to work out how long they spend outdoors on a mathematics average day and week; then calculate the proportion of time spent outside as a percentage of the school day and week.
Number	Use skin cancer statistics to compare incidence across the world.
Shape, space and measures	Conduct a shade audit of the school and present the results in different ways.
Handling data	Record temperatures and sunshine hours over a week and present these as charts and graphs.
Science	
Experimental and investigative science	Measure and observe the heating properties and reflection of different surfaces to suggest which materials are more sun-safe.
Life processes and living things	Use skin cancer as an example when exploring disease and the different factors involved – genetic (skin colour), environmental (UV rays), and behavioural (sun-tanning). Talk about the importance of prevention as well as treatment in modern medicine. Study the structure and functions of the skin and how the sun affects it; explore who is most at risk.
Physical processes	Using light as the topic, discuss reflection and shadows to consider sun safety in school grounds. The sun in the solar system, UV rays and skin cancer.

Key Stage 3 - Ideas for activities

PSHE	Debate the perceived benefits and the risks of a suntan. Explore the difference between information as fact and as opinion and how people use different sources of information to make decisions about health behaviour, for example sunbathing and the use of sun beds.

	Explain action research and ask pupils to undertake a project on the health-promoting school – what influences healthy and unhealthy behaviour at school (nutrition, exercise, sun safety etc).
Geography	Explore the impact of weather on human activity in contrasting climates (economy, buildings, dress and culture). Survey land use in the community, highlighting public areas with the greatest risk for sun exposure – playing fields, parks, leisure complexes, etc.
History	Ask pupils to investigate leisure time and attitudes to suntans in the Victorian era, using various documentary evidence and oral history.
Design and technology	Use photographs taken in the school grounds as part of a sun awareness caption competition, possibly for the school newsletter or open day. Using a shade audit conducted in maths, ask pupils to consider the amount of shade required to provide greater protection and to design this into a plan of the school grounds. Design a shade structure.
Art	'Dress to protect' fashion designs.

Key Stage 4 - Ideas for activities

English	
Speaking and listening	Set up a debate to argue the view that 'Suntans make you healthy and attractive'. Ask pupils to script and perform their own drama about skin cancer that includes messages about sun safety.
Reading	Discuss how language is used to convey messages to different audiences in different mediums; use a range of health education, magazine, advertising, and promotional materials linked to sun awareness, sunscreens and cancer.
Writing	Ask students to design and write their own sun-safe advertisement, feature or leaflet. Support this with campaign materials produced in art or IT and promote it through the school magazine. Alternatively, link up with a local travel agent to promote sun safety to travellers.
Mathematics	
Using and applying mathematics	Use data about the global incidence of skin cancer to explore statistics.
Number	Conduct a shade audit. Measure the areas of shade and draw to scale. Calculate the amount of shade required to meet the needs of all staff and pupils.

Shape, space and measures	Test various shaped shade structures to find out which provide the greatest shade at mid-day.
Handling data	Conduct surveys of sun awareness, knowledge or behaviour among staff and pupils to explore survey techniques and different ways of presenting data.
Science	
Life processes and living things	Cell biology and cancer, including prevention. Health and disease: explore the body's defence mechanisms, including the functions of the skin.
Materials and their properties	Examine the sun-safe properties of different materials for shade structures.
Physical processes	The electromagnet spectrum, UV waves and the dangers of UV radiation. Ask pupils to write about skin cancer prevention for an audience of their choice.

Key stage 4 - Ideas for activities

PSHE	Body image. Use magazines and newspaper supplements to explore body image, including positive attitudes to suntans. Discuss the role of the media, advertising and fashion industries in promoting suntans. Use a range of material that promotes health to explore different approaches (information giving, fear, arousal, etc). Examine how people use information to make choices about health – whom do they believe? Explore the tension between individual responsibility for health and the impact of external influences; use the school environment or local community and sun safety as an example. Explore the links between work and health, including hazards in the workplace; eg: radiation from X-ray machines in hospitals, UV radiation for outdoor workers.

Geography	Develop a European or world travellers' sun-safe guide. Using information about climate, altitude, latitude and the incidence of skin cancer, show which countries present the greatest and least risk at different times of the year. Include sun-safe advice for the traveller.
Technology	Design and model the ideal school grounds, building in environmental and sun-safe aspects.
Information technology	Use IT to produce a range of campaign materials about skin cancer. Explore the internet to find about more skin cancer and its prevention. Link up with a school in another country.
Art	Design sun safety into fashion – 'Dress to protect'. Produce sun awareness campaign materials for sports day or other outdoor events.

CONTACTS AND RESOURCES

Contacts

Learning Through Landscapes
http://www.ltl.org.uk/index.php

The national school grounds charity is a membership organisation. It aims to help schools enhance their grounds and develop environmental education on school premises. LTL produce a range of resources that demonstrate how school grounds can be used in different areas of the curriculum.

The Tree Council
http://www.treecouncil.org.uk/About-Us/Contact-Us

Groundwork
http://www.groundwork.org.uk/

Founded in 1980, Groundwork aims to provide practical and local solutions to local environmental issues. There are over 40 local Groundwork Trusts around the country working in partnership with the private, statutory and voluntary sectors. They work with LEAs and schools offering advice and guidance.

Eibe Play Ltd
http://www.eibe.co.uk/

Produce a range of equipment for the primary school classroom and outdoors. Many of the outdoor structures include cover. In particular, a range of wickerwork pavilions, huts, tents and tunnels of various dimensions and shapes.