A multiple methods study of the SKCIN Sun Safe Schools International Programme 2012-23: Promoting sun safety and empowering behavioural change in primary education

Jilse Joshy,[1,2] Charlotte Sheern,[2] Khaylen Mistry,[1,2] Zoe C Venables,[1,2] Nick J Levell[1,2] and Marie Tudor[3]

1. Norfolk and Norwich University Hospital, Norwich, UK
2. Norwich Medical School, University of East Anglia, Norwich, UK
3. SKCIN; The Karen Clifford Skin Cancer Charity, UK

Correspondence: Jilse Joshy
Email: j.joshy@uea.ac.uk

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Patient consent: Written patient consent for publication was obtained.

What is already known about this topic?

- Skin cancer remains a significant global public health challenge, with crude incidence and mortality continuing to rise.
- There is a causal association between ultraviolet light exposure and skin cancer, particularly in the context of childhood ultraviolet exposure.
- The substantial impact of Australia's National SunSmart Schools program has highlighted the importance of prevention and public health campaigns.

What does this study add?

- These data provide a proof in concept of a low-cost school-based sun safety campaign developed by a UK based charity working effectively and openly available for use internationally.
- There is supportive feedback from schools who have implemented the programme evidenced by positive comments from children, teaching staff and parents.

What are the clinical implications of this work?

- School-based sun safety campaigns should be supported and encouraged to reduce the ongoing burden of skin cancer globally.
- This work highlights the scope for wider awareness directed towards parents by sharing information on prevention and early detection of skin cancer.

Abstract

Background: Sun protection education in schools is crucial to prevent skin cancer, however there is a lack of published international literature regarding this. The Karen Clifford Skin Cancer charity (SKCIN) developed and launched the online and openly available education programme called 'Sun Safe Schools' (SSS) in 2012. SSS has four steps and is targeted at the English primary school curriculum.

Objectives: To evaluate the outcomes of SSS by reporting regional distribution and exploring themes from online feedback surveys.

Methods: Descriptive statistics of school registration data by year and geography were summarised. The free text feedback provided by registered schools in UK from 2017 onwards were analysed using thematic analysis. Feedback was categorised inductively to develop themes for the strengths and challenges of SSS using a grounded theory approach until data saturation.

Results: During 2012-23, 3389 schools were registered, reaching approximately 845,000 children. Of the 1825 (53.9%) primary schools who agreed to participate in the research, 1477 (80.9%), 161 (8.8%), 64 (3.5%), 9 (0.5%) and 114 (6.2%) were in England, Wales, Scotland, Northern Ireland and outside the UK respectively. Four primary themes were identified from the feedback provided by primary schools registered in UK from 2017-23. (1) Clear, accessible sun safe policy & resources: schools appreciated the practicality and adaptability of the resources provided to promote sun safety both in school settings and at home. (2) Parent and student engagement: actively engaged in activities, assembly discussions, and lessons, enjoying elements like songs and quizzes. (3) Adoption of sun safe behaviours: applying sunscreen, seeking shade and wearing bucket hats rather than baseball caps. (4) Responsibility and empowerment: students took initiative to apply sunscreen in school more independently and shared their knowledge of sun safe behaviours with their parents.

Conclusions: The SKCIN SSS programme has promoted sun safety in primary schools for over 10 years, reaching approximately 845,000 children. These findings emphasise its utility in engaging students in sun safe behaviours and raising awareness. Integrating a mandated sun safe policy in all schools and ensuring ongoing adherence will provide vital education to help reduce skin cancer and mitigate the burden of cost to the NHS.

Introduction

Skin cancer remains a significant global public health challenge, with its incidence continuing to rise in many parts of the world. The European Society of Skin Cancer Prevention (Euro*Skin)* reported that half of all melanoma diagnoses in 2020 worldwide were in Europe and predicted a 34% increase in skin cancer incidence (including keratinocyte skin cancer) during 2020-40.[1] The most significant environmental risk factor for skin cancer is ultraviolet (UV) light radiation exposure, which is classed as a Group 1 carcinogen.[2] There is an ongoing need for effective sun safety education and UV light protection in at risk populations.[1] The role of schools in promoting sun safety is critical, as they provide an environment to shape lifelong habits among children.[3]

The Karen Clifford Skin Cancer charity (SKCIN) launched an educational accreditation programme called 'Sun Safe Schools (SSS) in 2012.[4] SSS was initially launched in England but was made available globally in 2014. The most recent update of SSS was in 2021 and now there are over 3000 primary schools (children aged between 5 and 11 years old) registered. This resource was developed to provide a clear, interactive and structured method for schools to implement sun safety actions and messages. Policy guidance for safeguarding the setting and children from over exposure to UV light was also provided. SSS was based on Australia's Sun Smart Schools programme, which has been successful in reducing rates of melanoma in younger cohorts.[5]

SSS has four key steps: (1) Policy Creation, (2) Sharing the Policy: by developing a covering policy letter and skin cancer awareness information for parents, (3) School Assembly, and (4) Class Lessons and Education. These steps enable schools to implement a sun protection and education policy and educational activities for students. Once these four steps are completed and feedback provided for each step, the school is awarded its 'Sun Safe school' status which is valid for one year and can be updated annually. SSS equips schools with tailored resources to create a sun protection policy, engage parents and the wider school community, and educate students on sun safety practices. There is an emphasis on collaboration, which ensures a holistic approach, combining policy implementation with interactive educational activities.[6]

In September 2020 sun safety education became mandatory in the English Personal, Social, Health, and Economic curriculum. However, there is no statutory curriculum requirement in Wales, Scotland and Northern Ireland. Gaps remain in understanding the implementation and outcomes of sun safety education programmes and indicatives. The prevention of skin cancer requires multifaceted strategies that include early education, behaviour modification, and the promotion of protective measures against excessive, episodic or cumulative UV radiation exposure.[7,8] Despite these needs, sun protection education programmes targeted at children remain scarce, especially in the UK.[9] By exploring the regional and global adoption and feedback of SKCIN's SSS programme, this research seeks to identify challenges and factors contributing to its success. The findings will inform future efforts to assist public health policy makers to enhance sun safety education and ultimately aims to reduce the burden of skin cancer.

Materials and Methods

Study design

This study evaluated SSS distribution and engagement through a multiple methods approach. It combined descriptive summaries of the SSS registration data and qualitative analysis of the online free text feedback from primary schools that signed up. The qualitative aspect of the study was conducted by following the Standards for Reporting Qualitative Research (SRQR) Equator checklist (Appendix 1).

Data collection and analysis

Schools that participated in SSS completed an online registration form (S1). On completion of each step of the programme, an online feedback form was completed by teaching staff. Information from these forms is stored securely in SKCIN's back-office database and relevant data were extracted with permission from the charity.

Retrospective descriptive analysis summarised the number of primary schools that registered for the SSS from 1st January 2012 to 31st December 2023. Further relevant data were extracted including primary school location, self-identified area type (inner city, rural, suburban), self-reported number of pupils and re-engagement with SSS. UK Census 2021 population estimates were used to calculate the percentage of children 5-11 years old reached by the SSS during 2012-23. The percentage of English primary schools registered in each English region was calculated using data from Department for Education.

The qualitative analysis followed an inductive approach and an exploratory grounded theory methodology to identify themes for the outcomes of SSS within the free text feedback.[10,11] In 2017, the SSS online feedback form was updated to include questions on each of the four steps and the educational resources with supportive evidence. Therefore analysis of feedback was limited to SSS registered primary schools in UK from 2017 onwards.

NVivo (Version 14)© was used to categorise key ideas and points from the online feedback to create a structured list of codes. In the initial phase, CS and JJ independently analysed the first five transcripts to generate an open list of unstructured codes. Through comparison and discussion, the codes were continuously developed and validated by KM. The refined coding framework was applied to the remainder of the feedback responses, with JJ and CS collaborating to ensure

consistency. The framework was further adjusted and improved throughout the analysis to maintain its relevance and accuracy. In the final stage of selective coding, overarching themes and corresponding subthemes were identified, providing deeper insight into the feedback. Regular discussions among the research team resolved ambiguities in the thematic structure and helped finalise the thematic framework.

Researcher reflexivity and trustworthiness

The research team comprised of a medical student undertaking a Master of Research Clinical Science degree (CS), Academic Foundation doctor (JJ), dermatology resident (KM), dermatology consultants (ZV, NJL) and CEO of SKCIN (MT). The research team brought a range of expertise and perspectives, combining knowledge of qualitative research and skin cancer education programmes.

Several strategies were employed to enhance the trustworthiness and credibility of the data analysis. During the coding process, initial interpretations and emerging themes were reviewed and discussed within the research team to ensure alignment with the dataset.[12] An audit trail was maintained to document each step of the analysis, including decisions made during coding, theme development, and framework refinement.

Ethical considerations

During the sign-up process, primary schools were given an option to tick a checkbox to agree to their information and feedback to be published. Only data from those who agreed to this were included in the study. Ethical approval was granted by the University of East Anglia Local Research Ethics committee (ETH2425-0175).

Results

Quantitative analysis

During 2012-23, 3389 primary schools registered for SSS, reaching approximately 845,000 children. Of these, 1825 (53.9%) primary schools gave permission to publish their data (Figure 1), reaching approximately 454,189 children (Table 1). The number of primary schools newly registered during 2012-23 fluctuated, with the highest in 2017. A larger proportion of registrations were in suburban areas and lower numbers in inner-city areas. There was a similar trend of variation of children reached across the years, with peak of over 77,000 children reached in 2017. There was a large decrease in registrations from 2020 onwards during the COVID-19 pandemic.

Of the 1825 primary schools who gave publish permission,1477 (80.9%), 161 (8.8%), 64 (3.5%), 9 (0.5%) and 114 (6.2%) were in England, Wales, Scotland, Northern Ireland and outside the UK respectively (Table 2). Of 1477 English primary schools, respective regional distribution was 508 (34.4%) the Midlands, 200 (13.5%) North-West, 192 (13.0%) Eastern, 175 (11.6%) South East, 145 (9.8%) South West,140 (9.5%) Yorkshire, 62 (4.2%) London and 55 (3.7%) North East (Table 3). In England, the highest number of children were reached in the Midlands region, approximately 113,406 children, followed by the North-West and then Eastern regions (Table 3). Lower numbers of primary schools registered and consequently lower numbers of children reached were observed in the South West (145 schools; 32,500 children), North East (55 schools; 11,748 children) and London (62 schools; 24,500 children).

All English primary schools that registered for SSS 2012-23 were state funded. Based on 2023 Department for Education Census data, of the 1774 primary schools in the Midlands, 28.6% had registered for SSS (Table 3). Approximately 12.7% of children aged 5-11 in the Midlands were reached by SSS during 2012-23. The proportion of primary schools registered, and approximate children reached aged 5 -11 years old in other English regions ranged from 3-9% and 3-8% respectively. The highest number of schools renewed their SSS accreditation the following year during 2015-18 and after 2020 (Table 4).

Qualitative analysis

During 2012-23, 376 primary schools completed the feedback questionnaire for all four steps of SSS. Data saturation was reached after qualitative analysis of feedback from 40 UK primary schools that had completed all four steps of SSS. Overall, four primary overarching themes and 15 subthemes were identified (Table 5). These are discussed below. The region in which the primary school is located and year of feedback response are included in brackets after each quote.

Theme 1: Clear, accessible sun safe policy & resources

Primary schools appreciated the practicality and adaptability of the resources provided to promote sun safety both in school settings and at home. Feedback on policy creation was overwhelmingly positive, with schools highlighting the clarity, usefulness, and accessibility of the resources provided.

Subtheme 1.1: Clear and Useful Resources

Schools found the policy templates concise, easy to understand, and effective in saving time. The resources were described as "fantastic" and "very helpful" in guiding the creation of a suitable sun safety policy.

'It was really helpful to have the steps broken down. We have reconsidered some of our current practice and have updated our systems'. (South East, 2021).

Subtheme 1.2: Accessibility

The policy was widely shared on school websites and supported by parents, ensuring broad accessibility and engagement.

'They were sent out as both digital and printed copies. The link to our information on the Skcin website was really good and allowed parents to access further information easily (Midlands, 2021).

Subtheme 1.3: Online Resources

Some schools made the policy available to view on their website. Parents liked the online resources that were available, especially the SKCIN website.

'The Sun Safe policy is now a link on our updated and improved school website' (Yorkshire, 2017).

Subtheme 1.4: Interactive and Educational Resources.

The classroom lessons and educational activities had a significant impact on sun safety behaviours and awareness. The use of child-friendly materials, such as the "George the Sun Safe Superstar" story and the "Slip Slop Slap" song, was particularly effective. Schools also created their own resources, such as quizzes and competitions, to enhance engagement.

'We all love the Slip Slop Slap song and it is often sung in different parts of the playground during breaks and lunchtimes'. (North East, 2021).

Subtheme 1.5: Effective Resources

Resources such as the "George the Sun Safe Superstar" book, animations, and sun safety booklets were highly effective in engaging students and increasing their knowledge. Older students acted as role models, leading assemblies and raising awareness among younger peers.

'All the classes loved George the Sun Safe Superstar, and enjoyed the story and associated leaflets. The book is available with the school nurse at all times' (North East, 2017).

Theme 2: Parent and student engagement

Students actively engaged in activities, assembly discussions, and lessons, enjoying elements like songs and quizzes.

Subtheme 2.1: Support and Guidance

Schools appreciated the structured guidance, which highlighted areas for improvement and next steps.

'Very easy to follow instructions and creating a policy made easy'. (South East, 2022).

Subtheme 2.2 Effective Communication

Schools sent clear, consistent, and time-saving information to parents, which was easily accessible and well-received. Parents expressed gratitude for the accreditation and showed increased awareness of sun safety measures.

'Your website enabled me to create a policy quickly and efficiently and enabled me to communicate easily with our parents using your templates'. (Wales, 2019)

Subtheme 2.3 High Engagement

Children enjoyed the assemblies, showed good knowledge of sun safety, and responded well to the interactive approach. Positive feedback was also received from parents, particularly for the song.

'Our younger children learned the song and put actions to the words to help them remember the five Ss'. (South East, 2021).

Theme 3: Adoption of sun safe behaviours

Applying sunscreen, seeking shade and wearing bucket hats rather than baseball caps were some of the changes that were made in primary schools.

Subtheme 3.1: Policy Suggestions

SSS provided actionable strategies, such as creating shaded areas, encouraging the use of hats, and implementing sunscreen permission slips.

'This year, we are planning even better shade options, by building a more permanent structure on the grass area, which enable safe play'. (Eastern, 2023).

Subtheme 3.2: Sun Safety Actions

Both behavioural and institutional changes were observed. Children began wearing hats and applying sunscreen more frequently, while schools took steps such as providing spare hats, selling hats as part of uniforms, and creating shaded areas for sports days.

'It has had such a positive influence on the children and they have been confidently talking about the importance of sun safety - they automatically put their hats on, they look for the UV numbers on display in class and remind each other' (Eastern, 2023).

Subtheme 3.3: Clear Message

The assemblies delivered clear, easy-to-follow messages about sun safety, such as the importance of hats, shade, and sunscreen, which improved students' understanding and behaviour.

'The resources were super and helped us to provide a clear and sensitively worded message to the children in our school' (Yorkshire, 2023).

Subtheme 3.4: Sun Safety Behaviours

Schools reported significant improvements in sun safety behaviours, including increased use of sunscreen, hats, and sunglasses, as well as more time spent in the shade. Staff also noted that the programme fostered a culture of sun safety within the school community.

'*The accreditation process is fantastic at raising awareness amongst children, parents and staff on how to keep themselves safe during the warmer months'*. (Yorkshire, 2023).

Theme 4: Responsibility and empowerment

Students took initiative to apply sunscreen in school more independently and shared their knowledge of sun safe behaviours with their parents.

Subtheme 4.1: Parental Engagement

Parents were supportive and appreciative of the programme, with many noting improved understanding of sun safety practices, such as the importance of shade and protective clothing.

One parent said: I am really impressed with this, in particular the emphasis on clothing and playing in the shade (which we as a family have always tried to do), rather than sole reliance upon sun screen'. (South East, 2021).

Subtheme 4.2: Actioning the Policy

Schools implemented a range of interventions, such as creating shaded areas, introducing a "no hat, no play" policy, and integrating sun safety into the curriculum. These changes were supported by newsletters, posters, and UV monitors.

'Children are a lot more aware of sun safety and confident in talking about it now it is embedded into our whole school curriculum'. (North East, 2024).

Subtheme 4.3: Empowering Students and Parents

Children took responsibility for their sun safety, applying sunscreen and wearing hats independently. Parents also played a key role, sending children to school with hats and sunscreen, and spreading the message to their families.

'Parents have been grateful that we are teaching their children about staying safe in the sun and have, generally, provided sun hats and applied sun creams when appropriate.' (Midlands, 2023).

Discussion

This is the first multiple methods study of a sun safety education programme for primary schools in the UK. Since SKCIN's SSS programme first launched in 2012 in England, it has expanded internationally, reflecting its adaptability and relevance beyond the UK setting. This is a significant achievement because SSS is funded only through charitable donations and the work of SKCIN team. Skin cancer risk profiles differ in those with different ethnicities and this is addressed in the SSS resource pack.

The variation in registration numbers across the years may reflect shifts in programme awareness, regional engagement, or the capacity of schools to participate. An explanation for a higher proportion of registered schools in the Midlands is a result of awareness raised by Colin Bloomfield, a radio presenter from Derby and local celebrity.[13] He was diagnosed with stage IV melanoma in 2013 and passed away in 2015. SKCIN was his chosen charity. This highlights how the supported actions of one person can have a powerful and lasting impact.

Almost 80% of schools did not complete feedback for all four steps of the programme, which affected the representativeness of the data. There may have been a response bias, where schools who had more positive experiences were more likely to provide feedback and participation bias, whereby only those more engaged schools completed all four steps. A greater understanding of the barriers to completing feedback from all four steps of the programme and renewing the following year would be beneficial. It would also be helpful to know whether schools who did not complete all four steps of SSS still found it useful. The COVID-19 pandemic also led to a decline in registrations from 2020 onwards, which impacted the programme's reach. Furthermore, as only 53.9% of all schools registered for SSS gave permission to publish their data, there is a risk of selection bias. Other possible limitations include recall and misclassification because some data were self-reported. Also, data on pupil ethnicity and socioeconomic status were not available. The update to SSS in 2021 may influence results because more recent feedback focused on the changes made to SSS.

School-based interventions, especially in primary school settings, can significantly improve knowledge, attitudes, and practices related to UV protection.[3,14,15] However, there remains a paucity of UK-specific data on the impact of sun safety programmes. A 2022 survey of Welsh state primary schools found only 5% used SKCIN resources.[16] Schools with formal sun safe policies demonstrated stronger sun protection practices and implementation than those without.[17,18] This reinforces the benefits of integrating SSS in primary schools.

SSS helped students to take ownership of their sun safety practices and increased awareness. Parents played a crucial role in reinforcing the programme's messages and supporting its implementation. The immensely positive feedback and the themes demonstrate the outcomes and success of SSS. Similarly, public health campaigns in Australia ('Slip! Slop! Slap!' and SunSmart programme) also showed that an organised national initiative helps to increase awareness and promote change,[19,20] This happens over many years through the complex interactions between education, society and behaviour.

The causes of the recent trend of reducing and stabilising of melanoma incidence in younger age groups in England are multifactorial.[21-23] National preventative policies encouraging sunscreen usage have been implemented in Australia and Europe and incidence rates of melanoma in younger generations in Australia appear to be plateauing. This can only be encouraging for SSS which has been effectively promoting sun safety in primary schools for over 10 years, reaching approximately 845,000 children. The programme is particularly relevant in primary schools, where young children are most receptive to learning and behaviour change but can also potentially share this and influence their parent's behaviour.

In conclusion, these findings emphasise the benefit of engaging primary school students in sun safe behaviours and raising awareness. Integrating a mandated sun safe policy in all schools and collaborating with local authorities to ensure consistent messaging would help reduce the burden of skin cancer.

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Figure legends

Figure 1: Flow diagram of primary schools selected for data analysis.

Table 1: New primary schools registered for SSS and new children reached by year and area type*.

Year	Schools registered n	Schools registered by Area Type**			Children reached in new schools only n	Children reached in new schools only by Area Type**		
		Inner city	Rural	Suburban		Inner city	Rural	Suburban
2012	16	0	4	12	4901	0	834	4067
2013	173	13	61	99	42770	3719	13710	25341

2014	111	13	44	54	29145	4047	11147	13951
2015	322	15	126	181	76290	6322	23109	46859
2016	164	7	51	106	44794	3374	10448	30972
2017	355	55	140	160	77471	14003	19617	43851
2018	309	46	122	141	75331	17243	19354	38734
2019	212	34	73	105	66079	25247	13482	27350
2020	63	14	23	26	14271	3939	3407	6925
2021	32	12	3	17	6381	945	1308	4128
2022	32	9	5	18	8675	1638	1545	5492
2023	36	4	16	16	8081	1286	2248	4547
Total	1825	222	668	935	454,189	81,763	120,209	252,217

*Schools included here are only those who consented for their data to be published.
**self- identified.

Table 2: Distribution of primary schools registered for SSS and children reached within and outside the United Kingdom.

	Schools signed up n (%)	Children reached n (%)
England	1477 (80.9 %)	352337 (77.6%)
Wales	161 (8.8%)	48595 (10.7%)
Scotland	64 (3.5%)	12137 (2.7%)
Northern Ireland	9 (0.5%)	1656 (0.3%)
Outside the UK:	114 (6.2%)	39464 (8.7%)
Africa	4 (3.5%)	670 (1.7%)
Asia	17 (14.9%)	12053 (30.5%)
Europe	39 (34.3%)	10791 (27.3%)
North America	35 (30.7%)	10814 (27.4%)
Oceania	19 (16.7%)	5136 (13.0%)
Total	1825	454,189

Table 3: Regional distribution of children reached and English primary schools registered for SSS in England 2012-23.

Region in England	Primary schools registered for SSS 2012-23 n (%)	Primary schools in 2023* (n)	Proportion of SSS registered primary schools (%)	Children Reached by SSS 2012-23 n (%)	Average number of children aged 5 to 11 2012-23** (n)	Proportion of children 5 – 11 years old reached by SSS (%)
Eastern	192 (13.0%)	2078	9.2	41308 (11.7%)	520,128	7.9

London	62 (4.2%)	1796	3.5	24500 (7.0%)	747,102	3.3
Midlands	508 (34.4%)	1774	28.6	113406 (32.2%)	896,247	12.7
North East	55 (3.7%)	862	6.4	11748 (3.3%)	208,554	5.6
North West	200 (13.5%)	2446	8.2	49440 (14.0%)	611,399	8.1
South East	175 (11.9%)	2515	7.0	42716 (12.1%)	763,914	5.6
South West	145 (9.8%)	1887	7.7	32500 (9.2%)	427,295	7.6
Yorkshire	140 (9.5%)	1772	7.9	36719 (10.4%)	453,592	8.1
Total	1477	15,130	9.7	352,337	4,628,231	7.6

*Department of Education – LG Inform (https://lginform.local.gov.uk/) see link: https://lginform.local.gov.uk/reports/lgastandard?mod-metric=2198&mod-period=3&mod-area=E92000001&mod-group=ADASSRegions_ADASSRegion&mod-type=namedComparisonGroup#text-2

**Nomis - Official Census 2021 and Labour Market Statistics - Nomis - Official Census and Labour Market Statistics (nomisweb.co.uk). See also excel sheet in supplementary material

Table 4: Proportion of schools that renewed their SSS accreditation the following year and subsequent years.

Registration Year	Renewed the follow year, n	Renewed the following year by Area Type			Did not renew following year but renewed subsequently, n	Did not renew the following year but renewed subsequently by Area Type		
		Inner city	Rural	Suburban		Inner city	Rural	Suburban
2012	1	0	0	1	0	0	0	0
2013	1	1	0	0	1	1	0	0
2014	3	1	1	1	1	0	1	0
2015	27	4	9	14	9	0	4	5
2016	11	0	6	5	1	0	0	1
2017	22	5	7	10	6	1	0	5
2018	11	0	6	5	4	1	1	2
2019	2	0	1	1	8	1	3	4
2020	1	0	0	1	1	1	0	0
2021	11	0	4	7	1	0	0	1
2022	12	3	2	7	0	0	0	0
2023	8	0	4	4	0	0	0	0
Total	110	14	40	56	32	5	9	18

1 Table 5: Themes and subthemes from the SSS feedback

Theme	Subthemes	Categories
1. Clear, accessible sun-safe policy & resources	Clear and Useful Resources	Concise, Easy to understand. Saved time. Helpful.
	Accessibility	Policy available online Policy shared with new staff.
	Online Resources	Adapted school letter Policy on school website Signposted SKCIN website
	Interactive and Educational Resources.	PowerPoint slides provided. George the sun safe superstar Slip slap slop song Quizzes
	Effective Resources	'George the Sun Safe Superstar' book. Sun Safe display booklet and animation. Activities specific to age groups. Consistent message. Easy to follow and well-structured lesson plans. Sun safety sheets and UV index cards.
2. Parent and student engagement	Support and Guidance	Guided next steps. Easy to use. Highlighted areas for improvement.
	Effective Communication	Information sent to parents. Clear expectations.
	High Engagement	Enjoyed assembly, were responsive, showed good knowledge. Discussed their views and learnt the song. Created their own resources.
3. Adoption of sun-safe behaviours	Policy Suggestions	Shade for outside areas. Appropriate hats Sun cream permission slips UV monitors
	Sun Safety Actions	Wearing hats with rims. Sun cream applied more frequently. Correct clothing. Ordering hats from local shops. Schools providing suncream Selling hats as part of the uniform. Shade for sports day. Spare hats in school
	Clear Message	Easy to follow and improved understanding. Positive feedback and children proud of accreditation. Accessible and useful.

	Sun Safety Behaviours	Children sent to school with hats, sunglasses and suncream. Sunflowers planted. Shade provided. Putting on suncream Staying in the shade more. Singing the song Staff spreading message to their families.
4. Responsibility and empowerment	Parental Engagement	Parents supportive, showing better understanding and awareness. Thankful for SSS programme. Support for accreditation.
	Actioning the Policy	Creating more shaded areas. No hats, no play policy. Whole school interventions Curriculum changed and policy implanted. Newsletters UV monitors. Interschool competitions. Fundraisers. Posters.
	Empowering Students and Parents	Big impact and children taking responsibility, engaged. Putting on own sunscreen. Increased awareness and knowledge. Older students acting as good role models Proud to have the accreditation. Awareness raised and students responding well.

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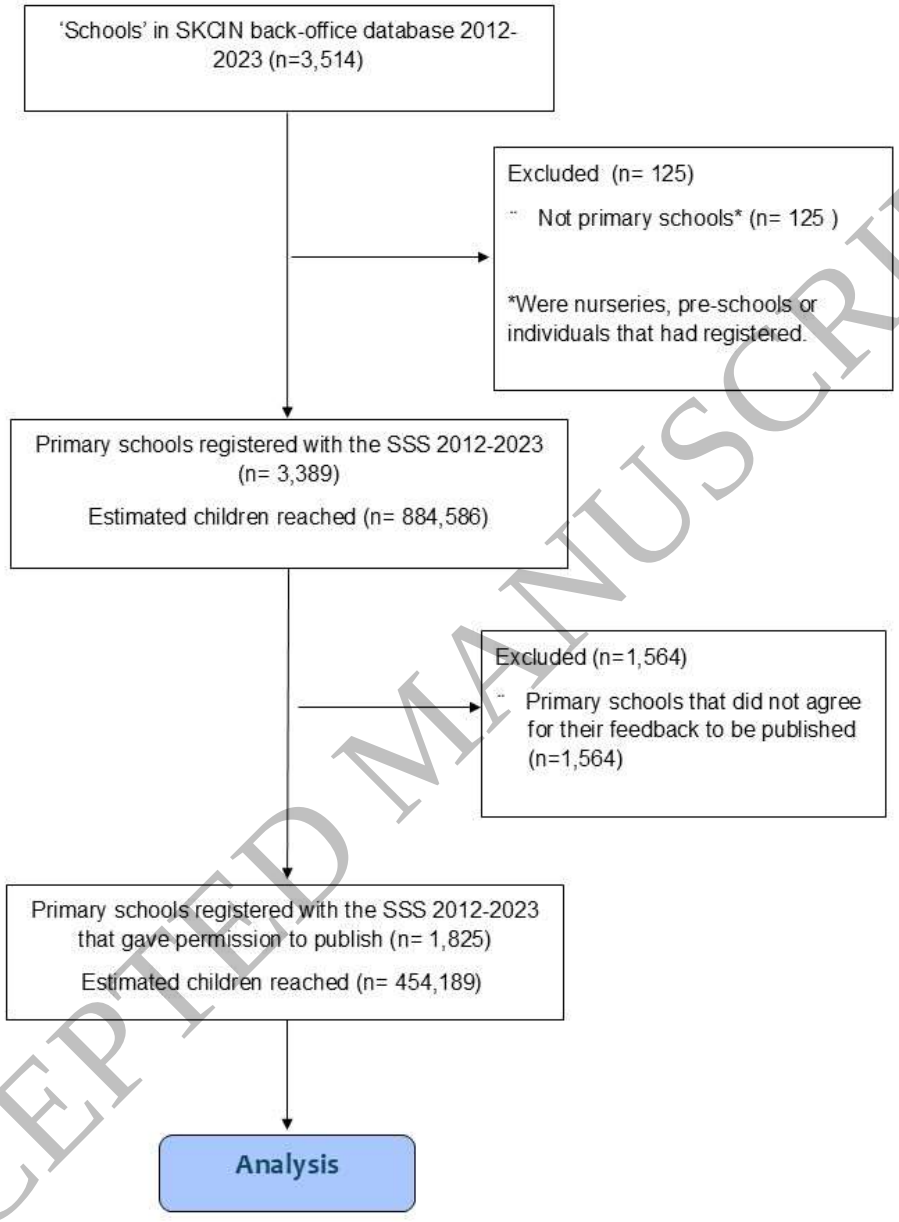

Figure 1
190x275 mm (x DPI)