

Aims, rationale and benefits of using Persona Dolls to support children in Early Years and Key Stage 1

- To raise self esteem for Black and Minority Ethnic Pupils including Travellers and give them confidence in their setting.
- To raise children's awareness and understanding of equality issues.
- To promote greater understanding and reduce negative stereotyping.
- To develop skills of empathy.



Persona Dolls

“People will forget what you said... People will forget what you did... But people will never forget how you made them feel.”

Accompanying each EMTAS

Persona Doll is:

- a passport
- a bag containing artefacts relating to the doll's culture
- a dual-language or culturally-relevant story
- a scrapbook to be filled in as the doll visits schools
- option to use a talking dictionary or talking pen available in many of our dolls' languages.

Promoting RRR: Links to the United Nations Convention on the Rights of the Child, Articles 29 and 30

Article 29 (*goals of education*)

“Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.”

Article 30 (*children of minorities*)

“Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.”

Ground Rules

- They are the adult's dolls and are not to be kept in the Home Corner.
- The dolls are visitors and need to be kept somewhere special.
- Children can request to play with the dolls thus respecting them.
- They are **NOT** puppets.

Early Years EYFS Areas of Learning

Prime Areas: Personal, Social and Emotional Development

Specific Areas: Understanding the World, People and Communities: use the dolls to explore children's own histories and similarities & differences between themselves and others.

The Equality Act 2010 & Public Sector Equality Duty (PSED)

Public bodies are required to give due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Creative use of Persona Dolls can support settings/schools in meeting this statutory duty.

Year R induction and transition into next class

Use Persona Dolls to support pupils moving into a new class and at Year R induction. This can demonstrate the inclusivity of your school's ethos, creating an environment in which pupils feel safe and secure and can talk about their home cultures and ethnicities.



Spiritual, Moral, Social and Cultural Development (SMSC)

Ofsted inspectors consider the climate and ethos of the school and what effect this has on enabling children to grow and flourish, become confident individuals and appreciate their own worth and that of others.

Using Persona Dolls can support schools to promote pupils' spiritual, moral, social and cultural development by providing opportunities to build self-esteem and confidence and develop an understanding and appreciation of the cultural influences that have shaped the pupils' own experiences of life. Through developing an interest in culture, pupils can explore, understand and learn to respect diversity, even in settings with little or no cultural diversity.

Persona dolls can also support spiritual development by providing an opportunity for pupils to discuss and share the beliefs and religious traditions which inform their perspectives on life and their interest in and respect for different people's feelings and values.



Anti-bullying good practice

Persona Dolls can be used to introduce and scaffold discussions around difficult issues such as racism and bullying in a sensitive way that children can relate to easily.

Whole school involvement

The Persona Doll does not have to stay within the confines of one classroom. Training for staff including Key Person/LSAs can promote the use of Persona Dolls across the school.

PSHE

The aims of PSHE can be addressed through the use of Persona Dolls, enabling children to:

- develop self-esteem and emotional well-being
- form and maintain worthwhile and satisfying relationships
- develop respect for themselves and for others at home, at school and in the community.

Nurture Groups

Use Persona Dolls to:

- support pupils to share their own experiences and prior knowledge
- provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge and understanding
- develop children's emotional literacy

Parental involvement

- Increase in correct ascription
- Story-telling
- Supporting 'scrap book' visits to children's homes
- Engage with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development



KS1 Curriculum Links

- RE - illustrating a faith
- Geography
- Literacy (traditional tales and stories)
- Music
- Art
- ICT links (Google Earth, National Geographic)



Persona Doll table and notice board
Ideal for induction for new children and their parents/carers.