



*Opening minds, learning through challenge and celebrating God's world*

## POLICY FOR PHILOSOPHY FOR CHILDREN (P4C)

Reviewed: November 2018

Review Due: Autumn 2021

## School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

## Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

## Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

## **Philosophy for Children (P4C) Policy**

This policy explains our approach to the teaching of Philosophy for Children (P4C) and its contribution to the curriculum at Skerton St Luke's Primary School.

Its purpose is to:

- Assist members of staff in their planning and delivery of Philosophy for Children.
- Provide a reference for parents, governors, visitors to the school, Local Authority representatives and Ofsted Inspectors.
- Enable the Head and Governing body to identify priorities related to the development of Philosophy for Children in the school

### **Rationale**

At Skerton St Luke's School, philosophy enquiry underpins the ideas and values of the way we believe our school should be.

We aim to create an environment where children feel that they have the freedom to explore ideas and ask questions in all areas of school life. Philosophy for children is an important way of teaching and developing the questioning and critical thinking skills, which are reflected in the National Curriculum.

Philosophy for children activities can be used in all subjects across the curriculum and it is important that children learn to transfer their skills in other areas of their learning.

We aim to do this by providing enquiry based activities and Philosophy for Children (P4C) where pupils are encouraged to ask questions and find the answers through discussion, thereby developing the ability to recognise differences and explore these constructively.

P4C strengthens children's understanding and speaking and listening skills.

P4C focuses on thinking skills and communal dialogue ('philosophising'), and aims to build 'communities of enquiry' where participants develop the 4Cs: creative, critical, caring and collaborative thinking skills.

- Caring: listening (concentrating) and valuing (appreciating) (e.g. showing interest in, and sensitivity to, others' experiences and values);
- Collaborative: responding (communicating) and supporting (conciliating) (e.g. building on each other's ideas, shaping common understandings and purposes);
- Critical: questioning (interrogating) and reasoning (evaluating) (e.g. seeking meaning, evidence, reasons, distinctions, and good judgements);
- Creative: connecting (relating) and suggesting (speculating) (e.g. providing comparisons, examples, criteria, alternative explanations or conceptions).

### **Aims**

At Skerton St Luke's School we aim to: To help children and young people develop into effective, critical and creative thinkers and to take responsibility for their own learning in a caring and collaborative environment by providing practical ways of developing good thinking, questioning and communication skills.

To encourage children to challenge and explore the beliefs and values of others, and to develop their own views and experience quiet moments of thinking and reflection

To encourage children to learn to be clear in their thinking and to make responsible and more deliberate judgements.

To encourage children to learn to be more thoughtful by basing their decisions and actions on reasons.

To strengthen the common purpose of School e.g. Why are we here? Education of moral, values, ethics and dialogue

To have high expectations of children's abilities to think critically and creatively and to develop morally and socially.

To use P4C to help to enhance the quality of learning and raise standards of attainment and achievement.

To develop higher levels of self-esteem, greater independence and improved behaviour through the development of caring attitudes towards peers and to boost intellectual confidence.

### **Key Principles of P4C**

The key practice that starts and drives the whole thinking process is enquiry (interpreted as going beyond information to seek understanding). The key practice that results in significant changes of thought and action is reflection.

These aims and processes can be made more explicit if the teacher asks appropriate questions.

These can range from a general invitation (such as: Can anyone respond to that?) to more specific calls that require a considered response. There are ten key elements the teacher can introduce to elicit a considered response.

### **Questions**

(What don't we understand here? What questions do we have about this?)

### **Hypotheses**

(Does anyone have any alternative suggestions or explanations?)

### **Reasons**

(What reasons are there for doing that? What evidence is there for believing this?)

### **Examples**

(Can anyone think of an example of this? Can someone think of a counter-example?)

### **Distinctions**

(Can we make a distinction here? Can anyone give a definition?)

### **Connections**

(Is anyone able to build on that idea? or Can someone link that with another idea?)

## **Implications**

(What assumptions lie behind this? What consequences does it lead to?)

## **Intentions**

(Is that what was really meant? Is that what we're really saying?)

## **Criteria**

(What makes that an example of X? What are the things that really count here?)

## **Consistency**

(Does that conclusion follow? Are these principles/beliefs consistent?)

## **Assessment**

Big ideas/juicy concepts and big questions that emerge from P4C sessions with a whole school stimulus will be gathered from each class and displayed within the school.

Progression in P4C is not something that can easily be assessed in a summative manner. We believe all children further their thinking skills, understanding of the world and empathy through being involved in the sessions. For many a verbal contribution, or articulation of thought shows progression in thinking.

For others a private and personal progression might not be noted by the facilitator from individual responses, but giving each child the opportunity to be as involved as they wish to be, and always having a clear expectation that the children will be reflective, if not contributing verbally themselves, is the progression we would hope for alongside

## **Structure**

This structure is used as a guidance for P4C sessions at Skerton St Luke's School. Lessons are not restricted to this structure alone and should be adapted according to the activity/stimulus and year group being taught.

### ***Introduce stimulus***

#### ***Thinking time***

#### ***Gather 'big ideas' or 'juicy concepts'***

#### ***Make links between ideas.***

#### ***Gather 'big questions'***

#### ***Thinking time***

#### ***Vote for a question***

#### ***Thinking time***

#### ***Enquiry***

#### ***Thinking time***

#### ***Reflection time***

## **Role of the Facilitator:**

- Questioning: Asking good questions to provide a focus for the enquiry;
- Reasoning: Requesting reasons or evidence to support arguments and judgements;
- Defining: Clarifying concepts through making connections, distinctions and comparisons;

- Speculating: Generating ideas and alternative viewpoints through imaginative thinking;
- Testing for truth: Gathering information, evaluating evidence, examples and counter examples;
- Expanding ideas: Sustaining and extending lines of thought and argument;

### **Special Needs**

P4C will be taught in accordance with the schools Special Needs Policy.

We recognise the fact that there are children of widely different abilities and backgrounds in classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

### **Equal Opportunities**

P4C will be taught in accordance with the school policy for Equal Opportunities and the requirements of the National Curriculum.

P4C will actively promote multicultural awareness and provide a positive approach towards equal opportunities in race, gender and ability.