



## ***Our Vision for P4C***

At Middlefield Community Primary School, we deliver a vocabulary rich curriculum where pupils are provided with subject-specific vocabulary and knowledge that allows them to build links and enhance their learning across other subjects. Ensuring our pupils have a broad vocabulary is a priority at Middlefield.

We believe P4C is integral to promoting our vocabulary rich curriculum as it provides pupils with a platform to structure their thoughts and ideas, express themselves confidently and clearly by having the vocabulary to articulate their thoughts and opinions whilst learning how to listen and respond appropriately to others.

Within a philosophical enquiry, pupils practice being; ***Caring, Collaborative, Critical and Creative***. These are known as the ***4C's of P4C***.

This helps to develop deeper thinking skills, improve communication and teaches children the importance of and how to co-operate with each other. P4C provides our pupils with an opportunity to learn how to reflect before speaking, allowing them to demonstrate understanding, respect and accuracy when communicating.

During philosophical enquiries, teachers take on the role as facilitators to support pupils in their thinking, reasoning and questioning whilst they engage in an open dialogue within a community of enquiry.

P4C impacts significantly on all areas of the curriculum as it develops the critical thinking skills of pupils. This allows pupils to make connections between their own personal experiences and apply higher order thinking skills across the curriculum.

***English:*** P4C contributes significantly to the development of spoken language in our school by actively promoting the skills of speaking and listening. Through philosophical enquiry pupils are provided with regular opportunities to make progress against all the statutory requirements for spoken language as outlined in the National Curriculum. P4C also promotes high standards in writing by broadening pupils range of vocabulary and developing their ability to articulate and justify their ideas clearly to the reader. Reading skills are used as part of P4C as pupils need to recall, infer and deduce information about a stimulus, the opinions of others and their own thoughts.

***Mathematics:*** Our pupils are required to discuss their work in groups and explain why an answer to a problem is correct or incorrect often using the language of P4C by providing a reason starting with 'because.' As pupils become more confident, they will be able to provide examples that justify their reason.

***History:*** Pupils are encouraged to consider multiple information sources, allowing them to develop their judgement and reasoning skills when considering the impact of these events on modern life. Additionally, pupils are taught to understand and appreciate times and cultures not of their own.

***Geography:*** Pupils progress their understanding of environments and cultures allowing them to make reasoned judgements and the implications these have on the world.

***Personal, Social, Health and Education (PSHE):*** P4C makes a significant contribution to the teaching of PSHE. P4C provides pupils with the opportunity to explore moral dilemmas, debate and discuss key issues. By developing their skills as caring thinkers pupils learn to value and respect the views of others, even if they disagree with them. Pupils also learn to show sympathy towards others, take turns and encourage participation from all members of the community.

***Spiritual, Moral, Social and Cultural Development (SMSC):*** P4C enquiries provide pupils with many opportunities to examine some of the bigger questions in life. It allows pupils to explore concepts such as wealth, liberty, right and wrong, punishment, race, equal opportunities and gender. This allows pupils to question and develop their own beliefs and values whilst listening and respecting a difference of opinion which creates confident individuals who can express themselves articulately.