



Philosophy 4 Children (P4C) Policy

June 2020

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.

Aims:

P4C focuses on thinking skills and aims to build a 'community of enquiry' defined as: a group of people used to thinking together with a view to increasing their understanding and appreciation of the world around them and of each other. Within this community of enquiry participants develop four key types of thinking:

- **Collaborative:** *thinking with others*
- **Caring:** *thinking of others*
- **Critical:** *making reasoned judgements*
- **Creative:** *creating new ideas*

As well as promoting higher order thinking skills, P4C develops pupils' ability to articulate their thoughts using mature vocabulary in both speaking and in writing. This has a significant impact on their development as speakers, writers and citizens.

At Middlefield, we recognise that P4C promotes transferrable thinking and communication skills which impacts across all subjects and allows pupils to make links between their learning.

Planning and Delivery:

P4C is delivered through our foundation subjects as pupils will be able to make links between matters of personal concern and philosophy. In accordance with Foundation Subject Managers, the P4C Lead has identified explicit cross-curricular P4C links within a range of subjects to not only immerse pupils in their learning, but to ensure that there is breadth of delivery, for all year groups, throughout all foundation subjects. *Please see Appendix 1.*

By the end of an academic year, the expectation is that each year group will have planned and delivered six P4C related activities or enquiries linked to a range of foundation subjects.

Planning of an enquiry or activity is the responsibility of the teacher. Teachers must use the agreed planning format (10 step enquiry plan). The length of the P4C enquiry or activity will depend on the age of the children and the question or concept being discussed. All 10 steps of a full enquiry do not have to be completed within one session. It may be more appropriate for the teacher to pause the enquiry and return to it as he/she sees fit.

The Role of the Facilitator:

Emma Jane Smith
P4C Lead

During an enquiry the teacher assumes the role of a facilitator who will:

- a) guide pupils towards better understanding of the question or issue discussed
- b) support reflection of the effectiveness of the enquiry.

Throughout an enquiry, the facilitator is responsible for ensuring that pupil contributions are relevant and constructive. He/she should naturally encourage children to listen carefully to each other and should model what it is to be a good listener.

The facilitator also needs to be aware of opportunities to focus pupils' attention on the key elements of thinking. He/she can do this by:

- *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.
- *Summarising*: abstracting key points or general rules from a number of ideas or instances.

Please see Appendix 2: MTRV Question Examples.

Evaluation and Progress of the Enquiry:

At the end of each P4C enquiry, teachers must review the progress of the 4Cs to inform planning of the next enquiry. Reviewing an enquiry is part of the 10 step model. Initially, this will be completed by the teacher but as pupils become older and more confident we encourage the process of evaluation to be completed collaboratively by both teachers and pupils. This ranges from giving pupils the opportunities to choose the 4C focus, justifying their choices to reflecting on their own individual progress as well as the progress of the group and selecting their own review strategy.

Recording and Monitoring of Pupils' Evidence:

a) Floor Books

Each year group will have a P4C Floor Book. As P4C enquiries, questions, dilemmas and concepts are explored and discussed, it is the responsibility of teachers to update P4C Floor Books accordingly with evidence such as:

- pupils' responses to question of the week
- annotated photographs from any of the 10 steps of the enquiry, colliding concepts and concept lines etc
- completed question quadrants
- pupils' first and final words
- pupils' evaluating their own progress as well as the progress of the group
- pupils' evaluation of the 4Cs

b) P4C Jotters / Folders

For enquiries where teachers feel that pupils should evidence their philosophical thinking, then pupils are encouraged to complete a P4C Jotter page. On this page there is space for children to write or draw their first/final words, explain why their thinking has changed/stayed the same or to review and evaluate their progress against the 4Cs.

Please see Appendix 3.

Progression within P4C:

At Middlefield, we have developed our own Progression Grids for P4C. The progression grids are skills based to allow P4C to be linked to concepts, issues and questions that arise as a result of topics studied across our curriculum.

At the front of each P4C Floor Book a copy of the progression grid for that year group is displayed. Teachers are to refer to the progression grid when planning to ensure new skills and concepts are introduced and embedded. Teachers must highlight on the progression grid coverage of skills throughout the year.

Emma Jane Smith
P4C Lead

Displays within Classrooms:

We understand that many other questions, issues and dilemmas will present themselves throughout the course of a year. Therefore, all classrooms must have a dedicated P4C display. As well as being a resource to refer to during enquiries, the expectation is that this display should be interactive and used to suggest P4C questions that encourage pupils to contemplate and respond to as appropriate.

Resources:

Master copies of concept lines, question quadrants, SPEC quadrants, colliding concepts and review and evaluation sheets can be found in our Whole School P4C box stored within the photocopying area of our school. Electronic copies of these resources as well as a bank of other resources aimed at EYFS, Key Stage 1 and 2 can be found on Staff Share > P4C.

The P4C Lead is responsible for the monitoring, updating and ordering of P4C resources.

Links to other areas of the curriculum:

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.

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.

It is important to note that while P4C enquiries allow children to deepen their views and gain understanding and perspective into other subjects, it is important that it remains a 'true enquiry' through which pupils can explore ideas and concepts and it does not become a vehicle used for delivering content.

Role of the Subject Leader:

It is the responsibility of the P4C Lead to monitor the quality and teaching in P4C through regular learning walks, looking at displays and collecting in P4C Floor Books to ensure high quality questions and enquiries are happening regularly. He/she will provide feedback to colleagues and report findings to SLT. The P4C Lead will provide support to colleagues in planning P4C enquiries and developing their facilitation skills.