



River View Nursery and Primary School

P4C Policy

Ethos

At River View Primary and Nursery School, we aim to create a curriculum and climate founded on enquiry. This is reflected in our 'I wonder' lessons and we aim to develop this in our P4C weekly lessons. Research has shown that "the amount and quality of dialogue which children experience in the early years is one of the best predictors of their eventual academic achievement" (Hart and Risley, 1995). In order to create this climate of enquiry, it is vital that children learn how to think and question effectively.

Aims

We aim to do this by providing an enquiry based curriculum which includes Philosophy for Children (P4C) sessions, where pupils are encouraged to ask questions and wonder about the world, other people and themselves. Through discussion, children find answers, thereby developing their ability to reason, recognise differences and explore these constructively. 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 questioning, reasoning and high order thinking skills. Philosophy can be used in all subjects across the curriculum to challenge children to think deeply about their views through reflection and working collaboratively.

Within the enquiry children develop four key types of thinking:

- 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

As well as promoting higher order thinking skills and reasoning skills, P4C develops the pupils' ability to express their thoughts using mature vocabulary in both speaking and in writing. This has a significant impact on their development as speakers, writers and citizens. It teaches durable and transferrable thinking skills which have impact across the curriculum and allow pupils to make links between their learning. P4C is becoming an integral part of the school's curriculum and is a powerful tool in developing our pupils both academically and personally.

Objectives

The teaching of P4C will enable children to:

- ☑ listen to and value the opinions of others
- ☑ respond to, encourage and build on the ideas of others
- ☑ make connections between ideas and speculate on alternative explanations
- ☑ be independent and adaptable in their thinking
- ☑ ask philosophical questions
- ☑ seek clarification, justification and supporting evidence
- ☑ evaluate the ideas and viewpoints of others

P4C curriculum planning

P4C is an integral part of the curriculum at MPPS. An engaging stimulus is selected then teachers consider the key concepts that may arise from the stimulus and plan for opportunities to challenge thinking. Cross curricula links are planned for where relevant in order to immerse pupils more fully in their learning.

Teaching methodology and key principles of P4C

Every P4C lesson, each class has their own set of rules which are decided as a class. These rules are reflected on during each session. The classroom is organised in such a way that people are able to discuss their ideas and thoughts as a class and in groups, (usually in a circle).

A typical P4C enquiry will look like this:

- Review rules
- Build community
- Stimulus
- Concepts
- Philosophical Questions
- Vote for a question

- Start of the enquiry
- Build the enquiry
- Final Points
- Reflection

Equal opportunities / Inclusion

River View Primary and Nursery School ensures that all children gain equal access to the P4C curriculum regardless of gender, ethnicity, ability or individual need. A variety of teaching and learning styles are employed including visual, auditory and kinaesthetic approaches within whole class sessions, ability and mixed ability groups, pairs and individual teaching and learning in order to cater for all individual needs. We enable all, to fully access the curriculum by making 'reasonable adjustments' to overcome any barriers.

P4C in the Early Years Foundation Stage

P4C may not be integrated into the weekly timetable until the Spring Term in EYFS.

Research suggests that P4C has a significant impact on pupil progress in the prime areas of learning and development in the following areas:

Personal, Social and Emotional Development- supports Communication and Language within relationships that establish turn-taking, joint activity, a desire to communicate and understanding of shared meanings of words.

Communication and Language- supports Personal, Social and Emotional Development. A child who can communicate feelings, needs and ideas develops a strong sense of self and is increasingly able to relate to others in rewarding and appropriate ways.

At River View Primary and Nursery School, we understand that the prime areas are fundamental to children's successful learning in the specific areas. The specific areas cannot be encountered in isolation from communication and language or personal, social, emotional and physical development since children always experience the world through communication and physical and sensory involvement.

To give children the best opportunities for effective development in these areas EYFS staff will plan for:

- stimuli that encourage critical thinking and discussion
- an environment that stimulates children's natural curiosity

- adult support in helping children communicate, record orally and in other ways
- opportunities to observe, assess and plan the next steps in children's learning

Key stage 1 and 2

At Key Stage 1 and 2, we continue to develop children's skills in P4C through weekly enquiries that last from 45 minutes up to 1 hour depending on the age and maturity of the children.

All staff follow the process to ensure consistency of approach and clear expectations for pupils, although all ten steps do not necessarily need to be covered in one session. For example, a teacher may decide to provide the main question whilst focusing on developing other skills or sessions may be split into two 30 minute blocks. Once this process has become embedded, creativity in delivering P4C is encouraged to ensure it remains an enjoyable and engaging part of our curriculum for all.

The teacher takes on the role of facilitator in order to support and challenge the children in their thinking, reasoning and dialogue ensuring these are of a high quality. The facilitator guides the group towards a better understanding of the issue discussed and supports reflection on the effectiveness of the enquiry.

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 learning experiences and apply higher order thinking skills across the curriculum.

English

P4C contributes significantly to the development of skills in spoken language in our school by actively promoting the skills of speaking and listening. Through philosophical enquiry children are provided with regular opportunities to make progress against all the statutory requirements for spoken language outlined in the National Curriculum.

The National Curriculum statutory requirements for spoken language states that all pupils should learn

to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

P4C also promotes standards in writing by broadening the range of vocabulary available to the children and developing their ability to articulate and justify their ideas clearly to the reader.

Personal, Social and Health Education (PSHE)

P4C makes a significant contribution to the teaching of PSHE. P4C gives children opportunities to explore moral dilemmas, debate and discuss key issues. By developing their skills as caring thinkers they learn to value and respect the views of others even if they disagree with them. Children also learn to show sympathy towards others, take turns and encourage participation from all members of the community. All of these skills will help transfer into their PSHE lessons which follow the 'Jigsaw' framework.

Spiritual, Moral, Social and Cultural Development

P4C offers children many opportunities to examine some of the bigger questions in life. It allows children to explore the definitions of concepts and consider what they mean to them personally. This allows children to develop their own beliefs and values which creates confident individuals who can express themselves articulately.

Whilst P4C enquiries that have cross curricular links can allow children to deepen their views and insight gain into other subjects, it is important that it remains a "true enquiry" through which pupils can explore ideas and does not become a vehicle used for delivering content.

Role of the Subject Leader

It is the responsibility of the P4C leader to monitor the quality and teaching in P4C. The subject leader is also responsible for supporting colleagues in their facilitation of P4C and provide a strategic lead and direction for P4C in school.

The subject leader:

- Supports class teachers and all staff are aware of what resources are available to support and enhance the teaching of P4C.
- The information to support other teacher with resources, skills, knowledge and pedagogy through allocated staff meeting time.
- Time allocated, to ensure that the impact of P4C is maintained and increased e.g. carry out and act on pupil voice facilitated to ensure that pupil voice takes place to further develop the teaching and learning of P4C.
- Raise the profile of P4C and promote it around school.

Recording and Review

Teachers will ensure all P4C enquiries are noted in the P4C book. Reviewing an enquiry is part of the 10 step model.

Effective Monitoring

The P4C leader will look at the class P4C books to ensure high quality questions and enquiries are taking place, reporting findings to SLT.

Link to Other School Policies

The P4C policy links closely to the English and PSHE policies.

A copy of the P4C Policy can be found on the school website.

Date of completion: September 2022

Review: September 2025