

Moorfield Primary School



Philosophy for Children Policy

Date	Autumn 2019
Review Date	Autumn 2021
Designated Governor	
Signature	

Statement of Intent

Here at Moorfield we are passionate about enabling all children in our local community to have the very best possible educational opportunities. The school has a strong ethos of inclusion and this is underpinned by the school's four values which include: Independence, Resilience, Hard Work, and Respect.

We are committed to developing our children academically, physically, emotionally and socially, giving them the very best experiences of learning. At Moorfield Primary School we aim to stimulate inquisitive minds and ones that value enquiry led learning. 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 question effectively. "The answer matters no less than the question, and the oral springboard for learning is what we do with what children say" (Robin Alexander, 2004)

Aims

P4C focuses on thinking skills and communal dialogue ('philosophising'), 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 judgments
- Creative: creating new ideas

As well as promoting higher order thinking skills, P4C develops the 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. It teaches durable and transferrable thinking skills which have impact across the curriculum and allow pupils to make links between their learning. P4C is an integral part of the school's curriculum and is a powerful tool in developing our pupils both academically and personally.

Objectives of this Policy

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 at Moorfield

- P4C will take place **every week** in every class.
- Philosophy can be used in many subjects **across the curriculum**. Teachers can decide each week when on the timetable it will take place.
- From Year 1 – 6 all classes will use the **10 Step** model for P4C in most sessions (Appendix 1). For a reminder of the 10 Steps see p10 SAPERE Level One Handbook.
- The **4Cs** will be focussed on throughout the year starting with Caring Thinking. For a reminder of the 4Cs see p18 SAPERE Level One Handbook.
- Talk Prompts will be used as part of P4C to promote dialogue eg. *I disagree with..*
- Each class will have a P4C display area within their classroom to promote P4C.
- Each class will record their P4C sessions in a class book.
- The P4C Leader will carry out informal observations to identify strong practice and support needs.
- The P4C Leader at school will organise a whole school display/web page about P4C.
- A P4C governor will be identified.

P4C in the Early Years Foundation Stage

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 Moorfield 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 and record orally and in other ways

- opportunities to observe, assess and plan the next steps in children's learning

P4C in 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 30 minutes to 1 hour 15 minutes depending on the age and maturity of the children.

A ten step process is outlined (appendix 1) 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 (page 46 of the level 1 handbook) in order to support and challenge the children in their thinking, reasoning and dialogue and ensure 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.

Pupils should be taught 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, presentations, performances, role play, improvisations 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, Health and Citizenship Education (PSHCE)

P4C makes a significant contribution to the teaching of PSHCE. 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.

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.

10 steps of philosophical enquiry

- 1. Getting Set - a group activity**
- 2. Presentation of a Stimulus**
- 3. Thinking Time**
- 4. Conversation**
- 5. Formulation of questions**
- 6. Airing of questions**
- 7. Selection (voting)**
- 8. First Thoughts**
- 9. Building Ideas Together**
- 10. Final Thoughts**

Question Quadrant

