



Policy for Philosophy For Children

Intent

Our intention is to use Philosophy for Children (P4C) to become effective thinkers, based on the 4Cs of thinking: creative, critical, caring, collaborative. Pupils are provided with a variety of experiences and a tailored curriculum to enable them to reach their own potential and to enable them take increasing responsibility for their own learning

We provide practical ways to help develop effective thinking, questioning, communication & reflection skills.

Our aim is to ensure that all teachers and staff:

- Encourage children to be clear within their vocabulary and understanding of language.
- Are clear in their understanding and responsibilities when making deliberate judgements where appropriate.
- Encourage children to explore the beliefs and values of others and to develop their own views in an accessible way.
- To provide opportunities for quiet thinking and reflection.
- Encourage children to be more thoughtful by basing their actions and reasons on real life situations.
- Encourage children to think (4Cs) to develop themselves morally and socially.
- To use P4C to enhance the quality of learning and raise standards of attainment and achievement across the curriculum.
- To develop higher levels of self-esteem, greater independence and improved behaviour through the development of caring attitude towards peers.
- To be able to express needs and wants clearly and coherently, at a level appropriate to themselves.
- To allow children the opportunity to have autonomy over their own choices and to recognise that they have a choice.
- To give children the confidence to express their own views.
- To enable children to become more reasonable individuals and in turn to become more reasonable adults.

Implementation

Children are taught discrete P4C lesson every week, with additional sessions delivered as part of other parts of the school day, such as during daily reflection and nurture breakfast. P4C is delivered individually, in small groups and as the whole class. All children have the opportunity to access P4C, differentiated to the appropriate level for them. A variety of teaching and learning styles in P4C are used, both in class and when out of the classroom setting.

During P4C lessons, pupils are encouraged to ask as well as answer questions, give their own reasons, and reflect upon their own actions and those of people around them. They are encouraged to apply their learning to everyday situations, such as by the choice of language they use, or by applying skills to reflect.



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Impact

Curriculum

The 4Cs are used as the key means to support pupil development in every area of school life, as well as across different curriculum areas.

This cross-curricula approach allows the teacher to have a full view of the pupil's progress, informing planning for sequential learning.

As their skills develop, pupils move up through the P4C Curriculum Tree, accessing the appropriate level of learning for them.

Assessment & Progress

Skills are assessed formatively in every lesson. All staff members are responsible for reporting P4C skills back to the class teacher, including where P4C skills are used outside the discrete lessons.

Summative assessment is currently in development as part of the SDP. In the interim, P4C assessment comprises a class overview of skills progression on the P4C Curriculum Tree.

In addition to assessment data, impact is measured using the range of processes, comprising book-looks, lesson observations, pupil voice, planning scrutiny. This is supplemented by termly support days from the P4C consultant. The impact of P4C on reducing incidents of pupil crisis is also measured. All of the above forms form the basis of evaluating the quality of P4C teaching & learning.

Enquiries and questions

The school welcomes enquiries or questions about Philosophy for Children. In the first instance parents should contact their child's class teacher.