

Part of the Inspire Trust

P4C Policy

Introduction

This policy explains our approach to the teaching of Philosophy for Children (P4C) and its contribution to the curriculum at Sitwell Junior School.

Its purpose is to:

- Assist members of staff in their planning and delivery of Philosophy for Children.
- Provide a reference for parents, governors, visitors of the school, and Ofsted Inspectors.
- Enable the Head and Governing body to identify priorities related to the development of Philosophy for Children in the school.

At Sitwell Junior School philosophy enquiry underpins the ideas and values of the way we believe our school should be. 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 the questioning and critical thinking skills, which are reflected in the National Curriculum. Philosophy for Children activities can be used in all subjects across the curriculum and it is important that children to transfer their skills in other areas of their learning.

Aims and Objectives

At Sitwell Junior School, we aim to:

- Develop the skills on enquiry, investigation and analysis.
- Encourage critical thinking.
- Develop the knowledge of, and evaluate, different types of questions.
- Adopt a holistic approach to the development of the children.

Planning and Delivery

Planning for the subject is per half term and is planned in year groups. One stimulus each half term is chosen for every year in the school to use as part of their P4C lesson. To ensure children have the opportunity to discuss a range of issues, this stimulus will like to one of six 'PSHE' themes: bullying, drugs, sex education, money, myself/changes and smoking and alcohol. P5C sessions take place once a week in classes in school from Year 3 to Year 6. The length of the session depends on the age of the children and the topic being discussed. They typically last between 30 – 60 minutes. P4C activities can also be integrated into the core subjects in shorter time periods.

Assessment and Progression

Big ideas that emerge from P4C sessions will be monitored by the P4C co-ordinator for progression in terms of questioning, critical analysis and big ideas that have been generated.

Structure

This structure is used as guidance for P4C sessions at Sitwell Junior School. Lessons are not restricted to this structure alone and should be adapted according to the activity/stimulus and year group being taught.

- Introduce stimulus
- Thinking time
- Gather 'big ideas'
- Make links between ideas
- Gather 'big questions'
- Thinking time
- Vote for a question
- Thinking time
- Enquiry
- Thinking time
- Reflection time

SEND

P4C will be taught in accordance with the schools Special Needs Policy. We recognise the fact that there are children of widely different abilities and backgrounds in classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Equal Opportunities

P4C will be taught in accordance with the school policy for Equal Opportunities and the requirements of the National Curriculum. P4C will actively promote multicultural awareness and provide a positive approach towards equal opportunities in race, gender and ability.