



P4C POLICY

At Newton International Academy we strive to help our pupils develop 21st Century Skills. We aim to instil a sense of collaboration, caring attitude, critical thinking skills and creative approach to problem solving in our pupils.

By providing enquiry-based activities and Philosophy for Children (P4C) where pupils are encouraged to ask questions and find solutions through discussion. P4C strengthens children's listening and speaking skills, reasoning skills and enhances their self-esteem. During P4C lessons and mini-enquires, we aim to create an environment where children have the freedom to ask questions and explore different views.

Aim

Our aim is to develop the 4C's in our pupils:

- 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

The Structure of P4C

P4C is included in the timetable as a stand-alone lesson, replacing one English lesson. One P4C lesson per week is scheduled by the Class Teacher in the Primary School. Mini-enquires may take place in other lessons.

P4C lessons will follow the standard process of:

Introduction – The Class Teacher may introduce the topic or outline the goal of the inquiry

Warm up – Often a game to get pupils engaged

Grouping – Managing of groups/groupings to ensure all pupils are able to contribute

Stimulus - Something that is Common, Central and Contestable. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be fruitful. Stimuli can include stories, pictures, music, video clips, statements, objects and poems

Thinking time – Time for reflection on the stimulus. Silent thought can be challenging and may need to be developed over time, but think-pair-share can be used to good effect



Sharing of ideas - Chance for pupils who want to say something to air their 'first thoughts' to the class

Question making - In groups, preferably of 4 or 5, pupils discuss the stimulus and any questions it raises. They discuss any issues arising and formulate questions, from which they choose one to be put forward to the class

Airing of questions - Questions, prominently displayed, are discussed, links made and ambiguities cleared up

Question choosing - A range of voting systems can be used. Blind voting (eyes closed) eliminates peer influence, omnivote (multiple votes allowed) avoids pupils choosing just their own question. Other creative systems can be used

First words - The group whose question is voted for by the class explain their rationale and their thoughts

Dialogue/discussion - From these first thoughts, the dialogue is opened to the class. The role of the facilitator is to challenge, clarify and encourage pupils to focus on the question and to constructively agree or disagree with peers, building towards better understanding of the issue(s) discussed

Last words - A chance for pupils to say their final words on what has been discussed, again uncontested. Often those who haven't contributed during the session may do so here and show they have been engaged

Process reflection - How well did I do? How well did we do as a class in terms of speaking and listening, taking part, asking a question, giving a reason? What will I/we do next time to improve? How can we/I use this new information in my/our life/lives?

Not all enquires will follow the standard process as this will vary according to the ability level of the class and the topic.

EYFS Foundation Stage 1 and Stage 2

EYFS and Key Stage 1

Using P4C in Early Years and Key Stage 1 gives pupils the possibility of seeing that their ideas have value and that others have different ideas that have value too. They realise they do not always have to be right, and they can learn from others.

The activities give them confidence to speak without fear of getting the answer wrong. They learn to think before they speak and give reasons for what they say. They are encouraged to use key vocabulary to communicate and develop their ideas.



Lower Key Stage 2

In Key Stage 2, pupils start to develop more confidence by talking about their opinions and sharing their views on various issues that affect society.

They are encouraged to be respectful by taking turns listening and speaking. They are also to gain awareness of the appropriate language to use throughout the discussions. This teaches them the way to disagree with another person's opinion, but at the same time respecting it and not causing confrontation. We aim to develop clarification as opposed to confrontation. Pupils are encouraged to display a sense of empathy when serious issues are discussed.

Upper Key Stage 2

In Upper Key Stage 2, we aim to develop both speaking and listening skills. We believe that pupils must be given an opportunity to state their views and develop the skills to respectfully defend their views. Pupils are also given the opportunity to reflect on their views and alter their positions should they be provided with an alternative view.

We teach pupils to:

- Disagree with each other in respectful manner
- Build on ideas using the correct vocabulary
- Pass on their opinion in a respectful manner
- Speak clearly, with empathy and understanding
- Participate in group discussion with confidence
- Reflect on their views
- Formulate questions and develop a sense of 'wondering'

Each topic offers a wealth of different opportunities to develop their speaking skills and their ability to listen to different viewpoints. P4C affords teachers the platform to meet National Curriculum statutory speaking requirements in a new and innovative manner.

Key Principles of P4C

The key ingredient in an Enquiry is the desire to go beyond pursuing information by seeking understanding. Once pupils have engaged in this process and have shared their views, listened to others and considered the 4C's of P4C, they are to reflect. The key practice of reflection enables pupils to reevaluate their own views whilst considering opposing beliefs. Our aim is to make them think and develop the verbal skills to share their opinions.



These aims, and processes are made more explicit if the teachers ask appropriate questions.

There are ten key elements the Class Teacher can introduce when questioning pupils:

- **Questions** - What don't we understand here? What questions do we have about this?
- **Hypotheses** - Does anyone have any alternative suggestions or explanations?
- **Reasons** - What reasons are there for doing that? What evidence is there for believing this?
- **Examples** - Can anyone think of an example of this? Can someone think of a counter-example?
- **Distinctions** - Can we make a distinction here? Can anyone give a definition?
- **Connections** - Is anyone able to build on that idea? Or can someone link that with another idea?
- **Implications** - What assumptions lie behind this? What consequences does it lead to?
- **Intentions** - Is that what was really meant? Is that what we're really saying?
- **Criteria** - What makes that an example of X? What are the things that really count here?
- **Consistency** - Does that conclusion follow? Are these principles/beliefs consistent?

Role of the Facilitator

- **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

Newton International Academy

"An International community of learners striving for excellence and celebrating success"



Expectations

The expectations at Newton International Academy are:

- P4C is used as a generic teaching and learning tool to deliver many aspects of the curriculum
- A cross-curricular approach is encouraged
- Where possible, P4C is used to embed the values of Newton International Academy
- Planning is done each term using the standard medium term plan template
- Planning is to be annotated
- Class Teachers are not required to follow the medium term planning
- Class Teachers are to use the standard session recorder to record P4C enquiries
- Class Teachers are to keep a P4C folder to file session recorders, resources and planning
- A variety of stimuli are to be used
- P4C lessons are to be timetabled, weekly, in one of the first four lessons of the day
- The '**NIA Way...**' vocabulary is to be used to help develop key vocabulary

Reviewed: June 2024