



WHOLE SCHOOL
Philosophy for Children (P4C) Policy

Policy Date: June 2022 - 2024

Review Date: May 2023

Introduction

At Newton British Academy we strive to help our students 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 students.

By providing enquiry-based activities and Philosophy for Children (P4C) where students 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-enquiries, 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 students:

- **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

We also aim to use P4C lessons to teach, both explicitly and implicitly, our Values, Attitude and Attributes.

<i>Achieve ACADEMIC EXCELLENCE</i>	<i>Enjoy CREATIVE DIVERSITY</i>	<i>Develop CRITICAL THINKING SKILLS</i>	<i>Become LIFELONG LEARNERS</i>	<i>Be RESPONSIBLE CITIZENS</i>
<i>Ambitious Knowledgeable Perceptive Skillful</i>	<i>Adventurous Creative Curious</i>	<i>Analytical Open- minded Reflective</i>	<i>Determined Proactive Resilient Versatile</i>	<i>Collaborative Empathetic Honest Respectful</i>

The Structure of P4C

P4C is included in the timetable as a stand-alone lesson, replacing one English lesson in our EYFS and Primary school sectors. One P4C lesson per week is scheduled by the Class Teacher in the Primary School. P4C is also however embedded daily as a cross curricular link to both our core and foundations subjects in the EYFS and Primary sectors. Mini-enquiries may take place in other lessons. In Secondary, our P4C enquiries are cross curricular based, linking in with both our Form groups once a week as well as daily in our English lessons.

P4C in both EYFS and Primary 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 students engaged
- **Grouping** – Managing of groups/groupings to ensure all students 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 students 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 students who want to say something to air their ‘first thoughts’ to the class
- **Question making** - In groups, preferably of 4 or 5, students 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 students 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 students to focus on the question and to constructively agree or disagree with peers, building towards a better understanding of the issue(s) discussed
- **Last words** - A chance for students 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.

In secondary school, links to the 4 C’s will be embedded into as many lessons as possible in all subject areas across the British National Curriculum. The senior students will have the chance to develop their abilities in the 4 C’s in a range of areas to strengthen their confidence, debating skills, critical thinking and the understanding of the world and one another.

EYFS & Key Stage 1

Using P4C in Early Years and Key Stage 1 gives students 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 the 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, students 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. Students 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 students must be given an opportunity to state their views and develop the skills to respectfully defend their views. Students are also given the opportunity to reflect on their views and alter their positions should they be provided with an alternative view.

We teach students to:

- Disagree with each other in a 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 a 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.

Secondary

In Secondary, we aim to strengthen children's ability to create strong arguments about deeper, more current and relatable world issues. We believe that our more senior students must be given the opportunities to listen, speak and develop arguments with supporting evidence surrounding global issues that can be and are presented daily in world news. The secondary students are continuing to develop both academically and socially, therefore P4C can give them the platform to express themselves surrounding

issues that occur both inside and outside the classroom. It is especially important at this stage of development that our students are comfortable to disagree with one another about various issues and this is practiced in a safe and stimulating environment.

Displays

At NBA we celebrate the success of our students from EYFS to Secondary using a range of displays. Each teacher at NBA has their own classroom display focusing on the 4 C's of the subject, celebrating each child's ability to debate and argue their own point of view in a safe and friendly way.

Each teacher also has their own class 'Floorbook' which is used to record the contributions of the children in lessons. Pictures of children, stimuli, arguments for and against issues as well as recording of direct speech can be found in our Floorbooks which have proven to be an excellent resource in celebrating the individual and collective success of each child at NBA.

Key Principles of P4C

The key ingredient in an Enquiry is the desire to go beyond pursuing information by seeking understanding. Once students 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 students 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 process are made more explicit if the teachers ask appropriate questions.

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

- **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 counterexample?
- **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 counterexamples
- **Expanding ideas** - Sustaining and extending lines of thought and argument

- **Summarising** - Abstracting key points or general rules from a number of ideas or instances

Expectations

The expectations at Newton British 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
- P4C is used to embed the values of Newton British Academy
- 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, once a week, in one of the first four lessons of the day
- The '**NBA Way...**' vocabulary is to be used to help develop key vocabulary
- CPD will be provided to staff to develop the application of P4C

Celebrating and Sharing Success

Celebrating and sharing success, and good practice, is essential in our efforts to promote the principles of P4C both in and outside the classroom environment.

In order to do this, the P4C Coordinators and Class Teachers will:

- Share short briefs about successful enquiries on ClassDojo and the VLE
- Share a book of the month with parents on ClassDojo and the VLE
- Hand out P4C certificates monthly in assemblies for students in each Year Group (P4C Thinker of the Month Certificate)
- Host termly Philosophy Cafés with parents. Teachers will be invited to conduct enquiries with parents
- Develop displays around the school celebrating success
- Share good practice with the Secondary School

NBA Coordinators:

Whole school coordinator – Conor Boyle

EYFS coordinator – Ayesha Downey

Primary Coordinator – Leigh Van Niekerk

Secondary – Shakira Francis and Daniel Crouch

SMT Primary overview – Emer Loane

Associated Policies and Documents

Communication Policy

Primary Reward Policy

Primary Curriculum Policy