



William Law CE Primary School's Subject Stories

Philosophy For Children



Intent

At William Law, we aim to support our pupils as they become caring, creative, collaborative and critical thinkers who take responsibility for their own learning in a safe and stimulating environment. Through championing the P4C teaching approach, we intend to motivate all pupils to reach their potential on an academic, emotional, cultural and social level. Through this subject, we want to inspire confident speakers who are respectfully strong-minded and not afraid to justify their opinions but also be free thinking enough to see the merits of others arguments. William Law tries to ensure that the curriculum makes an exceptional contribution to pupils' personal development and well-being.

Implementation

P4C promotes an enquiry-based curriculum where pupils are encouraged to ask questions and find the answers through discussion. Therefore, children develop the ability to recognise differences and explore these constructively. P4C is embedded and embodied at William Law through regular opportunities for enquiry in the classroom. Teachers are able to construct and lead their own enquiries appropriate for their year group by creating cross curricular links with various other subjects or completing a stand-alone lesson at least once a fortnight. P4C is an inclusive subject that encourages all pupils to be able to participate in discussion at their own pace. Children choose level of participation they are comfortable with as the session offer opportunities to engage in conversations as pairs, in groups and as a whole class. Teachers are expected to encourage and motivate children to challenge themselves and grow their confidence as they develop their P4C skills.

Impact

- ✓ Children are more confident to discuss their ideas and opinions
- ✓ Greater sense of community in classrooms across the school
- ✓ Ability for both the teacher and children to see different sides to their peers/students that would not necessarily be seen in other areas of the curriculum.
- ✓ An understanding and appreciation for others backgrounds and opinions/beliefs.

If you were to walk into a P4C lesson at William Law, you would see:

- Rules and Routines
- Circle of Enquiry
- Varied Stimuli – books, videos, pictures, objects
- Warm activities such as 'Would you rather?', 'Odd one out' and 'Word association'
- Games
- Questioning
- 5 step (KS1) and 10 step (KS2) enquiries
- Choice
- Discussion
- Arguing respectfully
- Listening
- Concentration and engagement

Pupil Voice:

Year 5: "I enjoy P4C because it makes me feel confident to express my own opinion."

Year 4 "It is exciting because you get to say what you think."

Year 1: "I like having to think about things."



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Skill progression within our P4C curriculum

| Reception: | Year 1: | Year 2: | Year 3: | Year 4: | Year 5: | Year 6: |
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| Set ground rules and routines for P4C: <ul style="list-style-type: none"> • Sit in a circle together • Learn to listening to each other • Begin to share ideas • Mainly small groups to begin with | Develop listening and confidence: <ul style="list-style-type: none"> • Concentrate when people are speaking • Share ideas about a stimulus • Adult to support construction of question and model discussion | Engage in a circle of enquiry: <ul style="list-style-type: none"> • Suggest ideas based on their own experiences • Create questions derived from stimulus with support from an adult • Develop more deep philosophical questioning | Embed P4C skills: <ul style="list-style-type: none"> • Show respect when others speak • Stretching concepts to look at the important points and words • Construct own philosophical questions • Begin summarising ideas | Argue respectfully both sides of an argument: <ul style="list-style-type: none"> • Choose own philosophical question • Give everyone a fair chance to speak • Agree and disagree offering explanations • Summarise end thoughts | Construct own enquiries based on a given stimulus: <ul style="list-style-type: none"> • Show an interest in each other's ideas • Offer own opinion even if different to everyone else | Planning own enquiries: <ul style="list-style-type: none"> • Reviewing and evaluating P4C enquiries • Choosing own stimulus • Change and improve own thinking • Understand how others may be feeling |

Outstanding examples of learning outcomes

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| <i>Music P4C discussing 'Who decides what is music and what is not?'</i> | <i>Year 6 discussing the question, 'Should Christians boycott the consumer Christmas?'</i> | <i>Reception stimulus to prompt the children to explore emotions and helpful ways to express them</i> |

Successes in 2019-2020

- ☺ **Introduction of P4C across the whole school:** All teachers have attended SAPERE Level 1 Foundation P4C training and received a certificate to award them of this status. Teachers have worked across the year to develop their own style of P4C, experiment with the children and review their own progress with facilitating P4C discussions. Children are starting to show great philosophical attitudes and become inquisitive about the world around them.
- ☺ **2 days of Model teaching completed:** Our SAPERE trainer, Rosie Wilson, supported the school in their P4C journey by modelling various philosophical discussions with all year groups except for Year 4. Rosie Walker (P4C lead) and Darren Smith modelled P4C lessons in Year 4. Teachers found these sessions useful as they could see how to create P4C sessions for their particular year group and the routines that they should be encouraging their class to be demonstrating.
- ☺ **Central P4C resource zone created:** Teachers and TA will be able to access a range of different resources that can be used to facilitate philosophical discussions and support children to be inspired to construct deep higher-order thinking questions. There will be both an electronic and a physical resource hub so that teaching staff can select a wide variety of stimuli to use with the children.

Priorities for 2020 -2021

- ☺ **Ensure regular teaching of P4C across all year groups:** As the teachers will have had ample time to experiment and challenge themselves with their own P4C pedagogy I will be expecting to see regular slots for P4C being added to the timetable. I will be ensuring that I monitor P4C lessons across the school at least twice every half term through learning walks, lesson observations and checking timetables weekly. I will be implementing Year group P4C evidence folders, expecting that all classes contribute to these folders at least 3 times every half term with evidence such as photographs, mind maps, post it notes, examples of stimuli or pupil voice and evaluations.



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© **Continue work with SAPERE trainer:** Throughout the course of the past year, we have been working on the SAPERE Going for Gold P4C programme. It is a 3-year program in which the school submits evidence to progress through three levels of P4C status. I would like to collate evidence and submit the school's application for Bronze status during the autumn term of 2020/21. Throughout 2020/21 I would like to continue to work with Rosie Wilson to embed P4C at William Law. Aiming to support the teachers to think more creatively about how to include this way of teaching into other areas of the curriculum rather than it becoming an extra stand-alone subject. Rosie and I will work together to monitor our progress with P4C across the school and work through action plans to ensure that by the end of 2020/21 we are preparing to apply for Silver P4C status.

© **Visit other P4C schools:** To support the aim to embed P4C across the whole school during 2020/21, I would like to take some time to visit other schools that have chosen to take this approach to their pedagogy and seem to have excelled in its application. I would hope to explore ideas and take extra inspiration from these schools to create a successful and exciting P4C environment at William Law.