



Curriculum Offer

Philosophy for Children (P4C)

Statement of Intent

Philosophy for Children at Exhall Junior School is embedded into our curriculum with the aim to maximise the potential of all students through the opportunity to have collaborative discussions around topics that are socially, morally, emotionally and culturally important to them. We aim to take every opportunity to encourage a love for learning within all of our pupils, based around our values of being safe, ready and respectful.

Philosophy for Children (P4C) is an opportunity for children to come together as a whole class to provide a platform for safe discussion. These sessions allow every child to speak freely, without feeling pressure in an inclusive atmosphere. It gives the children a chance to voice their opinions and listen to their peers in a structured and nurturing environment. The aim of P4C at Exhall Junior School, is to develop children's oracy and vocabulary, increasing confidence when speaking in front of groups, to increase concentration span and to develop their thinking skills. P4C helps children to become critical thinkers who can work creatively, collaboratively and with a caring approach. It is also a chance for children to raise topics that they are particularly interested in and are relevant to them and to issues present in their community and wider society.

The approach fostered through P4C will help to develop higher levels of self-esteem and intellectual confidence. Pupils learn the skills to be clear in their thinking so that they can explain their ideas, give good reasons for their views and develop vocabulary. It teaches patience, respect to others and a better understanding of the world around us.

Special Educational Needs (SEND) / Pupil Premium / Higher Prior Achievers

In P4C pupils are given equal opportunities to develop and reason their ideas, opinions and beliefs.

Implementation

P4C promotes an enquiry-based curriculum where pupils are encouraged to ask questions and find the answers through discussion of social values. Therefore, children develop the ability to recognise differences and explore these constructively. P4C is taught through stand-alone lessons as well as through opportunities for purposeful cross curricular links. P4C plays a vital part in our mission to promote the development of vocabulary by giving children engaging topics to discuss.

Children learn through the 10 steps of philosophical enquiry:

- 1) Getting Set – a group activity
- 2) Presentation of a Stimulus
- 3) Thinking time
- 4) Question making

- 5) Question Airing
- 6) Question choosing
- 7) First words
- 8) Building ideas together
- 9) Last words
- 10) Review.

A typical philosophy lesson will begin with a game and then the children are presented with a stimuli, such as an image, story or video. From here, they will then create a list of philosophical questions inspired by the stimulus – anything from, ‘Are friends more important than family?’ to ‘Is it ever ok to steal?’ – and vote on which one to talk about in a collaborative discussion.

Long Term Curriculum Plan	Coverage of Skills

Impact
<p>Each lesson finished with a debrief of enquiry. Here the children decide what has worked well and what could be improved. This a fantastic opportunity for the children to self-assess themselves and their new learning and understanding . Each sessions builds on the skills that the children have acquired in the previous session. It is clear to see the progression of skills throughout the school through the children’s ability and confidence in being able to discuss complex questions. The impact of P4C is to help pupils’ spiritual, moral, social and cultural development equipping them to be thoughtful, caring and active citizens in an inclusive school and diverse wider community. It will also prepare them to enter secondary education with the ability to think and articulate their opinions respectfully and independently.</p>