

Christ Church CE Primary School

'Train up a child in the way he should go and when he is old, he will not depart from it.' Proverbs 22:6

Philosophy for Children Policy

Philosophy for Children is part of our creative curriculum. We rejoice in our rich diversity and our broad, balanced curriculum that provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future.

Rationale for Philosophy for Children at Christ Church CE Primary School

Philosophy for Children, is an approach to learning and teaching which enhances children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment (SAPER, 2019). We have achieved the SAPERE Silver Award (2020), and this is reflected in our Philosophy for Children sessions.

This fits well with our Christ Church motto and values

Aims and Objectives

Philosophy for Children aims to allow children to ask, answer and design philosophical questions, that are open to enquiry. **Philosophical questions** are open to examination, further questioning and enquiry. They are **contestable, central and common** - that is, there is more than one valid point of view, the question is important in the lives of the children, and it is a shared issue or concern. Therefore developing lifelong values in order to contribute successfully to their local, national and global community, opening their minds to new ideas and inspiring dreams, whilst showing respect for one another.

Philosophy for Children focuses on thinking skills and communal dialogue ('philosophising'), and aims to build 'communities of enquiry' where participants develop the 4Cs: creative, critical, caring and collaborative thinking skills.

- Caring: listening (concentrating) and valuing (appreciating) (e.g. showing interest in, and sensitivity to, others' experiences and values);

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- 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).

Philosophy for Children Curriculum Planning

Philosophy for Children is woven into all curriculum areas, and should not be seen as a discrete subject. Our Christ Church curriculum allows for Philosophy for Children opportunities throughout.

A 30 minute session is provided once a fortnight to enable children to further develop their skills, and complete the enquiry cycle.

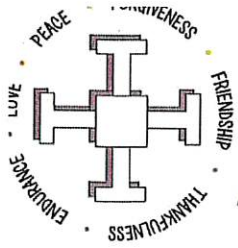
The planning cycle is as follows:

- A stimulus is provided by the teacher based on previous learning or interests.
- Children interact with the stimulus, discuss and write down any questions they may have.
- Discuss the questions in partners
- The questions are put to a vote, and each child is able to vote once.
- Once a question is decided it is discussed following the 4 C's:
Caring, critical, collaborative and creative.

Teachers to use professional judgement and the skills ladder to determine themes suitable for their year groups. Themes may arise from sessions in other areas of the curriculum, or children's interests.

Opening children's minds to new ideas and opportunities.

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Teaching and Learning

Discrete sessions are provided for 30 minutes on a fortnightly basis. They all follow the same basic principles differentiated by year group.

- Elements of P4C:
- Warm up;
- Introduction to stimulus;
- Creating the questions;
- Voting for a question;
- Re-cap of rules;
- Enquiry (Discuss the question);
- Summing up & final thoughts.

Stimuli:

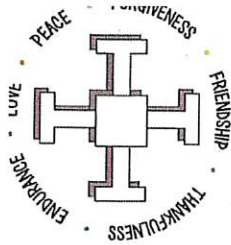
- Stories;
- Pictures;
- Music;
- Video clips;
- Statements;
- Objects;
- Poems.

Ask a question:

- To which you know the answer;
- To which no-one knows the answer;
- To which there may be more than one answer;
- Which you could find the answer by looking in a book/on the internet;
- Which you can answer without really thinking;
- Which you couldn't answer without really thinking.

Ask children to justify their choices.

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Vote for a question. Once the children have come up with some different questions they vote for their favourite question.

Discuss the question. Children use Philosophy for Children notebooks to jot down any thoughts, ideas or questions they have.

Feedback:

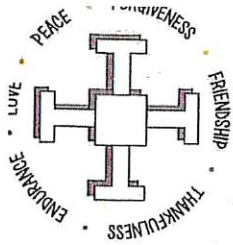
• Use this time as a chance for children to give positive feedback to others who, they feel have made a valuable contribution to the discussion.

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.

Foundation Stage are to focus on developing the skills needed for Philosophy for Children. Such as, taking turns, listening, asking and answering questions. Philosophy for Children sessions will be taught in small groups using games.

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Assessment and Monitoring of Philosophy for Children

Progression in Philosophy for Children is not something that can easily be assessed in a summative manner. We believe all children further their thinking skills, understanding of the world and empathy through being involved in the sessions. For many a verbal contribution, or articulation of thought shows progression in thinking. For others a private and personal progression might not be noted by the facilitator from individual responses, but giving each child the opportunity to be as involved as they wish to be, and always having a clear expectation that the children will be reflective, if not contributing verbally themselves.

The skills ladder provides an overview of what is expected in all Year groups, this will inform planning when completing Philosophy for Children sessions.

All classes have a Philosophy for Children evidence folder, where any key thoughts, work, ideas or photographs can be placed. Children Y1-6 have a Philosophy for Children notebook, where thoughts, ideas and questions can be written down. This will show progression, even if children are reluctant to speak during sessions.

Budgets and Resources

Resources are budgeted for annually on approval from the Governors' Finance Sub Committee.

Equal Opportunities

Every pupil at Christ Church Primary School will have equal access to the school's Philosophy for Children programme regardless of race, colour, creed, ethnic origin, age, ability, sex or disability, and thereby fulfil their God given potential.

Signed: 

Date: September 2022

Review Date: September 2024