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| ‘Growing, loving and learning in the arms of Mary’Philosophy for Children (P4C) Policy |

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| **Philosophy for Children Policy (P4C)**Author: M ClephaneDate: January 2022Review date: September 2023 |

St. Mary’s Catholic Primary School - Philosophy for Children Policy

This policy explains our approach to the teaching of Philosophy for Children (P4C) and its contribution to the curriculum at St Mary’s Catholic Primary School.

Its purpose is to: -

* Assist members of staff in their planning and delivery of Philosophy for Children.
* Provide a reference for parents, governors, visitors to the school, Local Authority representatives and Ofsted Inspectors.
* Enable the Head and Governing body to identify priorities related to the development of Philosophy for Children in the school.

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| https://downloads.unicef.org.uk/wp-content/uploads/2016/12/horizontal_logo-x2-main-unicef.png**Children’s Rights** |
| **Article 12** (right of participation) All children have the right to give their opinion. |
| **Article 13** (right of participation) All children have a right to find out hings, and say what they think. |
| **Article 14** (right of freedom of expression) All children have the right to think and believe what they want. |
| **Article 28** (right to education) Every child has the right to an education. |
| **Article 29** (goals of education) Education must develop every child’s personality, talents and abilities to the full. |

**Introduction**

**Philosophy for Children at St. Mary’s**

Philosophy for Children (P4C) helps children discuss big ideas in a safe and structured way.  It promotes high quality talk, critical thinking and reasoning.  It enables children to join in and have a voice.

P4C also develop things like vocabulary, listening skills, being audible, and having the confidence to respectfully challenge their peers.  These are things that children sometimes miss out on in today’s fast-paced world.

**Rationale**

P4C typically takes the form of a Community of Inquiry, which is characterised by:

* Sitting in a circle ready to think, talk and engage with each other
* Sharing a source of puzzlement or intrigue (e.g. picture, story, music, news, etc)
* Examining the source and creating relevant questions
* Persisting in the search for knowledge and understanding
* Giving reasons for opinions and distinguishing good reasons from bad ones
* Fostering mutual cooperation, trust, tolerance, fair-mindedness and a heightened degree of sensitivity to fellow inquirers
* Rich feedback that promotes thinking that is self-correcting and reflective

We teach the children P4C with our curriculum drivers in mind which are personal to our school.

These drivers are:

* Beliefs
* Rights
* Environment
* Wellbeing

**Aims**

At St Mary’s Catholic Primary School we aim to:

* Develop the skills of enquiry, investigation and analysis.
* Encourage critical thinking.
* Develop the knowledge of, and evaluate, different types of questions.
* Adopt a holistic approach to the development of the children.

**Planning**

Planning is provided by the P4C coordinator linked our Catholic school ethos and Gospel values. The length of the session depends on the age of the children and the topic being discussed. P4C activities can also be integrated into the core subjects in shorter time periods.

**Special Needs**

P4C will be taught in accordance with the schools Special Needs Policy. We recognise the fact that there are children of widely different abilities and backgrounds in classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

**Equal Opportunities**

P4C will be taught in accordance with the school policy for Equal Opportunities and the requirements of the National Curriculum. P4C will actively promote multicultural awareness and provide a positive approach towards equal opportunities in race, gender and ability.

**Assessment**

Assessment is mainly through observation. Progression in P4C 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. Continuous assessment techniques can be used to monitor children throughout a lesson. For example; monitoring children who might have changed their thinking since the beginning of an enquiry; or those who have had questions answered/still have questions to ask.