

P4C

Our Vision

We believe that through P4C our children will grow in confidence in expressing themselves and develop higher order thinking skills which will benefit them for the rest of their lives. As they engage in enquiries, they will develop skills in active listening (caring thinking), learn how to respond to and build on the ideas of others (collaborative thinking), learn how to respectfully interrogate the ideas of others (critical thinking) and develop skills in making links between different ideas (creative thinking).

P4C Curriculum Overview

Early Years

In the EYFS, P4C skills run through all curriculum areas. Children learn skills such as turn-taking and are able to develop their listening and communication. The children are given lots of rich opportunities to express their thoughts, ideas, opinions and feelings all of which contribute towards their personal, social and emotional development.

Opportunities are planned for the children to:

- explore stimuli that encourages discussion
- explore environments that pique the children's curiosity
- supported to communicate orally, written in other inventive ways
- be observed in order for next steps of learning to be planned

Key Stage 1 and 2

In KS1 and 2, children take part in regular P4C enquiries which range in duration from 30 minutes to an hour. Children are exposed to a range of stimuli in terms of form and content. In term of form, it could be a picture book, an image, a poem, an object or a piece of music to name but a few. In terms of content, we explore a range of stimuli inspired by the wider curriculum, the wider world and the children's own interests.

Enquiries follow a ten step model which enables a consistency of approach across the school.

Warm-up: This is often a game or activity to engage and focus the participants.

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| Presentation of stimulus: | This needs to be something that will stimulate questions. It can be a book or a film clip or an image or an object – the possibilities are endless. |
| Thinking time: | This is time for the participants to think independently about their response to the stimulus before having the opportunity to share their views. |
| First thoughts: | An opportunity for participants to share their first thoughts about the stimulus. |
| Formulation of questions: | Participants work in small grp to create questions inspired by the stimulus. |
| Airing of questions: | Questions are discussed, links investigated and any ambiguities cleared up. |
| Selection: | Participants then have the opportunity to vote for the question that they would like the group to explore. |
| First words: | The group whose question has been chosen have the opportunity to explain the rationale and thinking around the question. |
| Building: | The dialogue is then opened up to the rest of the class. The role of the teacher/facilitator is to help the participants focus on the question and concepts behind it. |
| Final words: | An opportunity for participants to say their final words about what has been discussed. |