



**P4C at**

# **The Sherwood School**

*Introducing philosophical thinking into  
our children's curriculum*



**SAPERRE**

Philosophy for Children,  
Colleges, Communities

# Why Teach Philosophy (P4C?)

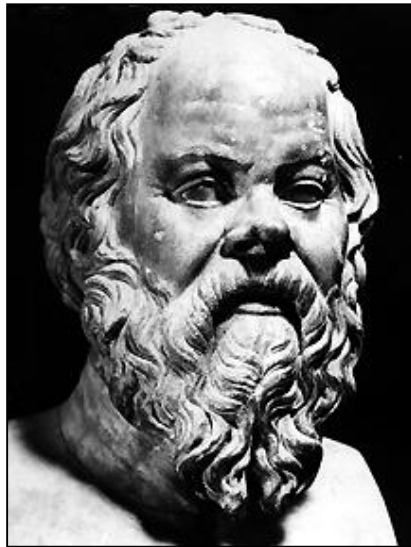


- ▶ Philosophy is a method of thinking, reasoning and making sense of arguments and counter-arguments.
- ▶ *‘Philosophy for Children, or P4C, is an approach to learning and teaching which enhances children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment.’* SAPERE (Latin ‘to know’)
- ▶ At The Sherwood we want to enable children to articulate their ideas and opinions thoughtfully and with consideration and respect for others.
- ▶ P4C offers children the opportunity to develop strong communication and thinking skills in an enjoyable and supportive setting.
- ▶ We are embarking upon Sapere’s Going for Gold 3 year programme to enable our school to receive structured training and support



# The beginning of wisdom ...

“Wisdom begins in Wonder.”



Socrates (470-399 B.C.)

φιλοσοφία

philia + sophia  
love + wisdom

*philosophy*



The aim of a P4C is not to turn children into philosophers or decision-makers, but to help them become more **thoughtful**, more **reflective**, more **considerate** and more **reasonable** individuals”

Mathew Lipman (1924-2012)



# Philosophy sessions 'boost primary school results'

There is also research and evidence that shows children achieve well academically after engaging in a P4C curriculum.



**Weekly philosophy sessions in class can boost primary school pupils' ability in maths and literacy, a study says.**

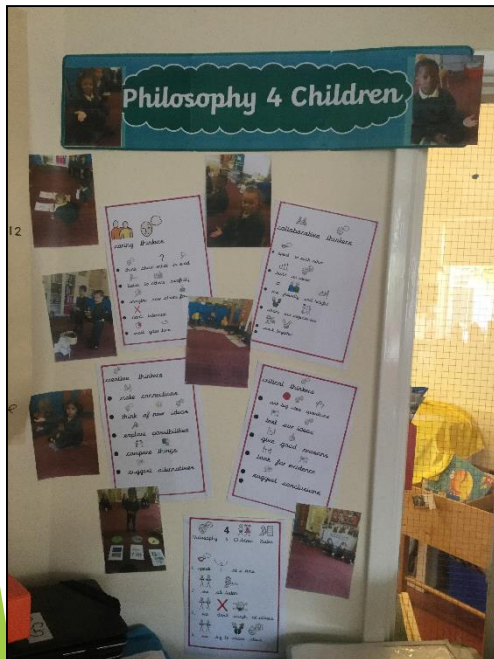
More than 3,000 nine and 10-year-olds in 48 UK schools took part in hour-long sessions aimed at raising their ability to question, reason and form arguments.

A study for the Education Endowment Foundation (EEF) found pupils' ability in reading and maths scores improved by an average of two months over a year.

# Why teach P4C?



- ▶ Positive effects on emotional awareness, self esteem and thinking skills.
- ▶ Adults and children can search for meaning together.
- ▶ Improves ability in literacy, speaking and listening and maths.
- ▶ Developments in cognitive ability
- ▶ Developments in critical reasoning skills and dialogue.



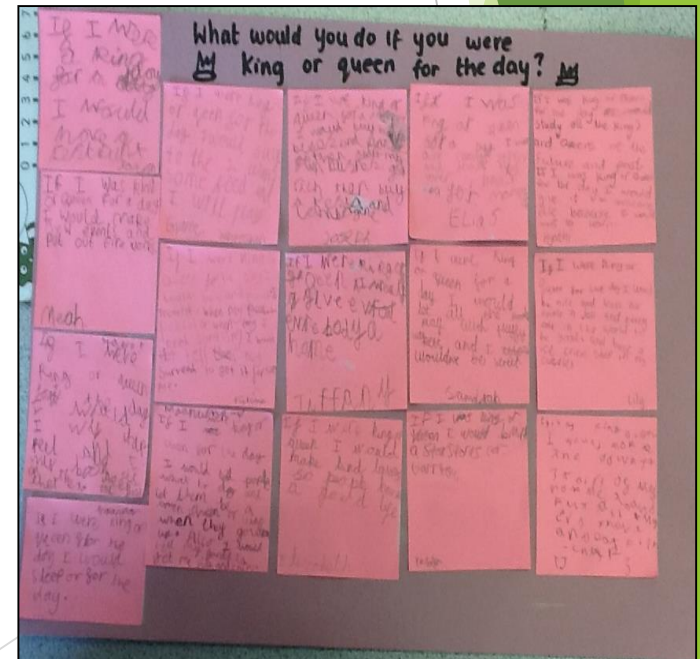
P4C. 12/3/20

Why does it have a circle around it? Tyler Uranus  
 Why does earth have so many colours on it? Zac  
 Why has mars got volcanoes on it? Logan  
 Why is mars red?? Masuma  
 Why is the planet grey and white? Zaine  
 Why does that planet have a ring over it? Amaia  
 Why do the planets need to be in order? Hajrah  
 Why does the earth go round the sun? Why does the moon go around the earth? Sofia

Which planet would you like to live on?

Earth because we have all the things we need Masuma  
 Mars because it's hot Sofia  
 Earth because I like earth saloni  
 Earth hajrah  
 Saturn because it's my favourite planet Logan  
 Venus because it's hot zaine  
 Neptune because it's too cold Amir  
 Neptune because it's very cold Amaia  
 Venus because it's hot Israel  
 Saturn because I like Saturn  
 Riko  
 Earth because I like earth rayhaan , kasmeeta, cadence Jalal , ElBea Daniel Ollie ella  
 The hottest place where there are volcanos. I choose volcanos. Tyler  
 Venus because it's hot Muhammad  
 Mars because of the volcanos shakai  
 Saturn because it's a gas giant Zac  
 Earth because it my favourite colours sahana

T can we visit planets now?  
 Tyler- no, cause were not old enough!



# How a P4C session runs



## The basic structure of a P4C session



*“working towards a truth” Socrates*

# How a P4C session runs

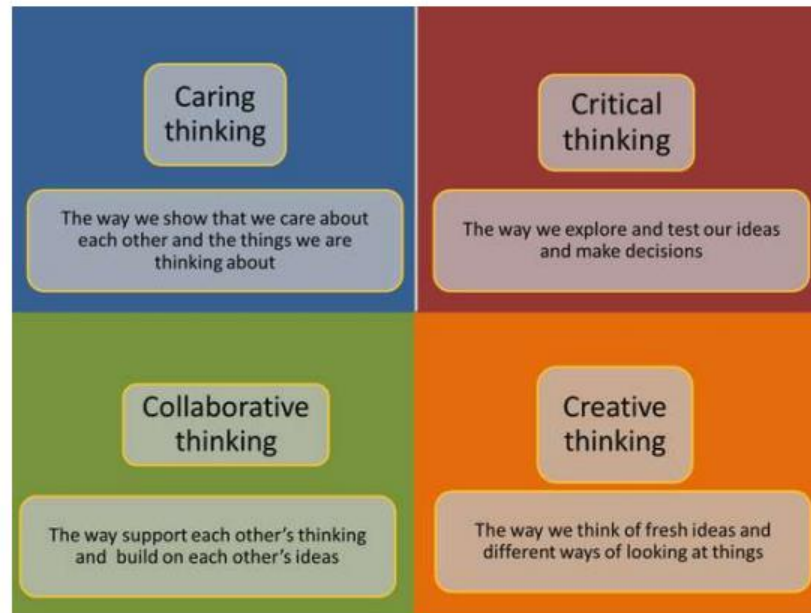


Our aim is for children to develop their thinking skills.

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## 4C Thinking

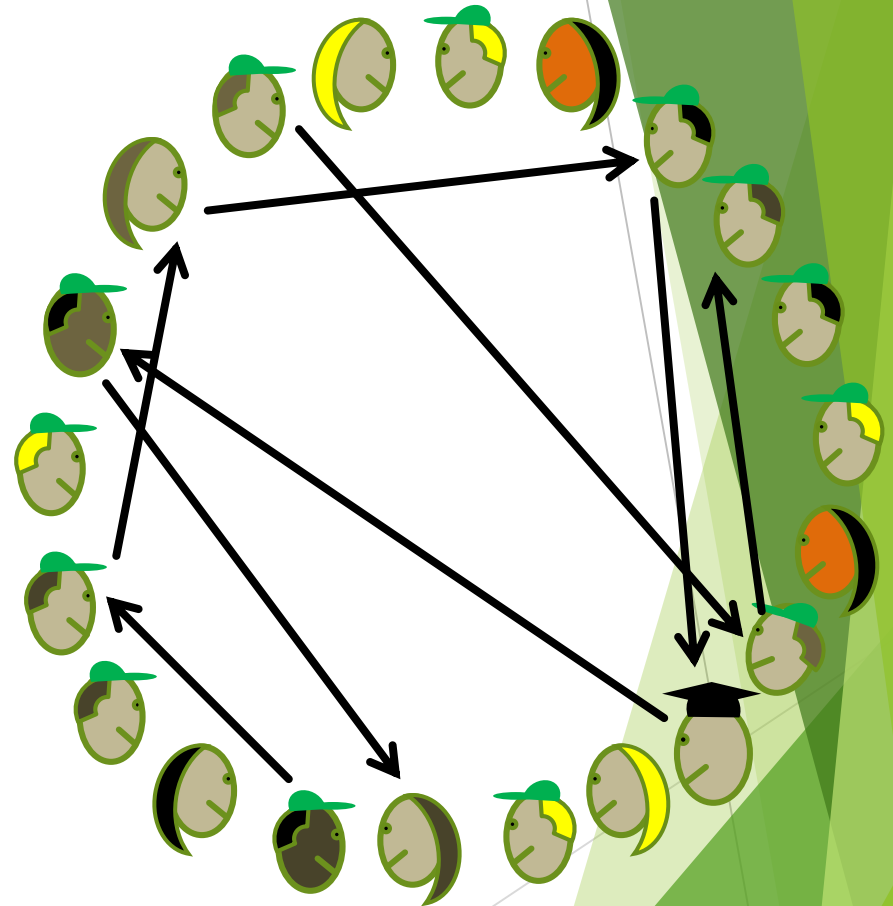
- Caring
- Collaborative
- Critical
- Creative



# How a P4C session runs



1. The teacher provides a stimulus.
2. In groups, children consider the stimulus and create a question they would like to discuss.
3. The children then vote individually for the question that they want to discuss in their enquiry.
4. Children then form a circle and contribute to the discussion, listening to others, reflecting on all the contributions and directing their thoughts to the enquiry – rather than to the teacher.



# Thinking & Warm-up games



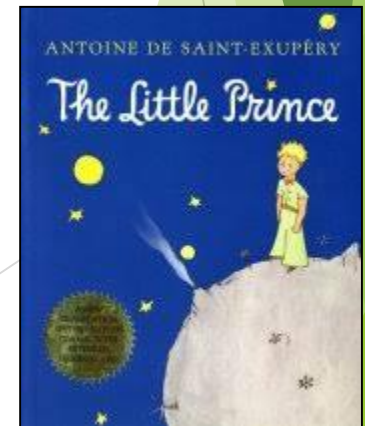
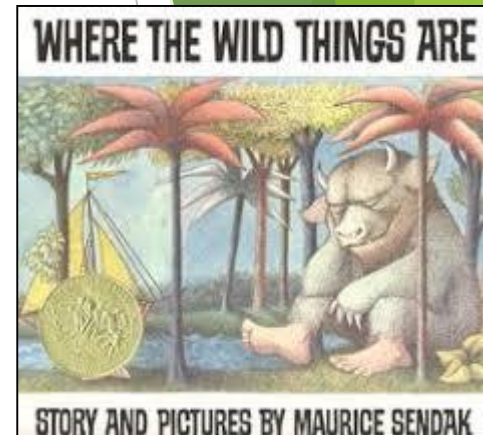
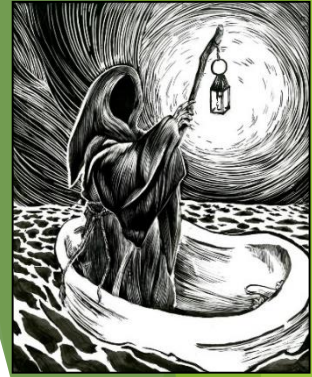
- ▶ Pass the tambourine - Nursery
- ▶ Pass the clap - Reception
- ▶ Arranging games - age, size, birthdays, eye colour - Year 1
- ▶ 10 questions - Year 2
- ▶ The unfolding story - Year 3
- ▶ 20 questions - Year 4
- ▶ Stand to attention - Year 5
- ▶ Sentence building - year 6



# Stimulus

## Examples

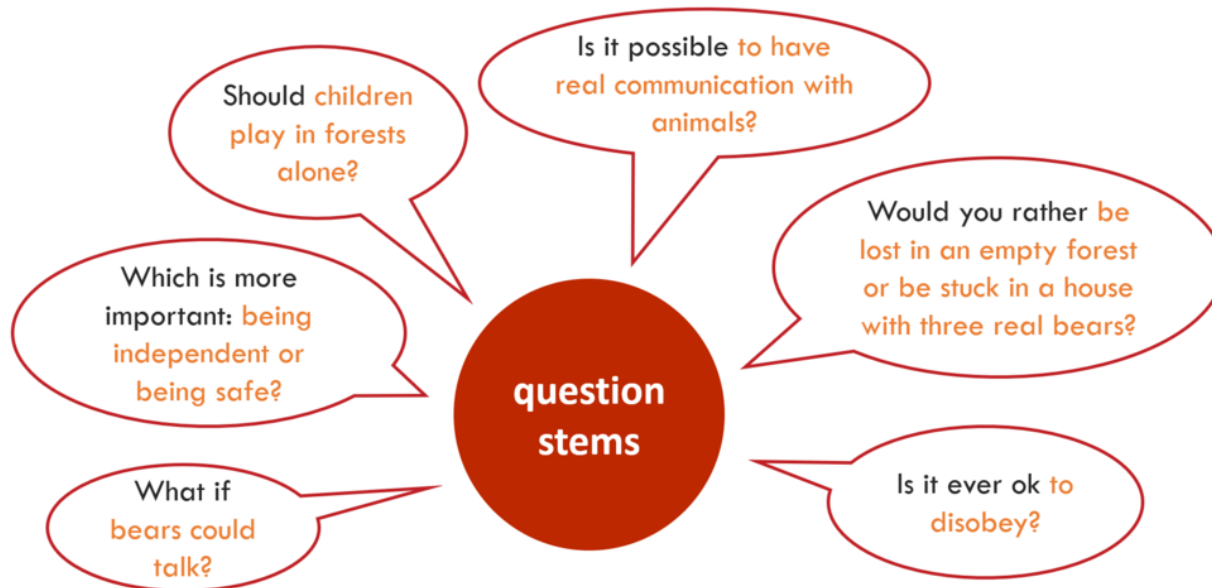
Pictures, books, songs, poems, photos, paintings, objects, quotes, questions



# Philosophical Questions



- ▶ What could we ask about this?
- ▶ Children work together in groups to create philosophical questions.
- ▶ The class then votes as individuals for which question they would like to enquire into together.



# Some questions Sherwood children have thought of:



Nursery : What makes you happy PB?(PB is our Philosophy Bear

Reception: Would you rather.....?

Year 1: what can a robot replace?

Year 2: Why do we go to school?

Year 3: What does fair mean?

Year 4: What is art?

Year 5: Can Covid 19 affect the lives of sealife animals and animals found on earth?

Year 6: What does it mean to be a friend?



# Individual reflection



- ▶ Thinking about what they have heard or seen.
- ▶ To help pupils gather their ideas prior to choosing questions for an inquiry.
- ▶ To help teachers predict concepts, ideas and questions that may arise and to gather their own thoughts on a stimulus.



# Shared reflection



- ▶ Group questions are then listed on the board for all to reflect upon.
- ▶ Talk partners.
- ▶ Small group discussions.

**Luck** - *Why do people believe in luck? Why are people superstitious? If you don't do well in something why do you say you are unlucky or if you do well in something why do we say we are lucky? If someone believes in it will this make them luckier?*

*What the child is able to do in collaboration today, he will be able to do independently tomorrow.*

Lev Vygotsky



**Freedom** - *Are the choices we make free? Does technology make us more free? Are wild animals more free because they can do what they want? Do other animals understand what freedom is or is it only humans that understand this?*

# Airing questions



- ▶ The children then discuss the question. They listen to each other, share ideas, agree, disagree, build upon each others' ideas and all have to the chance to contribute.



# We need to help children think of questions that...



...make them think.

...invite different opinions.

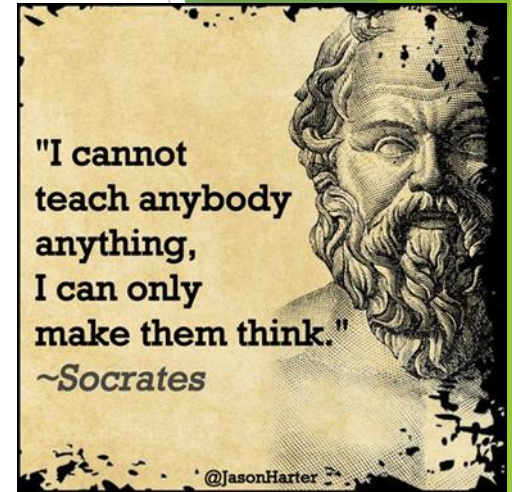
...aren't just a matter of taste/likes/dislikes.

...are not questions that science could answer.

...can't be answered using Google.

...make for an interesting, reasoned discussion.

...are questions that they care about.



# First thoughts



- ▶ This stage is all about encouraging children to share their first responses to the chosen question.
- ▶ A child can choose not to share but it is important that everyone thinks about the question.



# Dialogue

- ▶ Here children have the opportunity to agree and disagree.
- ▶ Challenge ideas.
- ▶ Search for an answer.
- ▶ Discuss in a safe environment.
- ▶ Recognise relationships
- ▶ Categorise.



# Last thoughts

- ▶ give every child a final opportunity to respond to the question or to something they have heard during the inquiry.
- ▶ round off the question by taking a vote. Ensure there are three options: 'yes', 'no', and 'not sure'.



# Review



- ▶ Asking all participants to verbalise the questions they still have about the topic captures the inquiring spirit nicely.
- ▶ Were we caring/critical/creative/collaborative thinkers? How?
- ▶ What did we learn?

