



P4C - explained



What is P4C?

P4C means philosophy for Children.

P4C involves deep thinking and reflection.

P4C is a safe space to share your ideas and opinions.

P4C is not a debate – it is a deep discussion and reflection.

P4C involves creating and answering open questions - 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.

There are no right or wrong answers in P4C.

P4C topics are often world issues including gender, global warming, religion, body image, technology, etc.

P4C enhances children's thinking and communication skills, boosts their self-esteem, and improves their academic attainment.

Lessons

Focus on vocab - Refer to the 4C's posters and sentence starters posters to help remember these and encourage use of these. Each Key Stage has certain vocab – identified in plans and overviews.

Stimulus – use videos, books, songs, extracts and pictures to engage their interests and help stimulate ideas and discussions. Choose stimuluses that are relevant to the topic/subject and are age appropriate.

Active learning - Children to work in pairs and small groups to complete tasks/activities (ie sorting activities) and discuss the stimulus, themes and questions.

Facilitator – as the teacher you are the leader of the discussions. You will need to give lots of prompts and questions to guide and focus discussions and help the children identify the key themes and ideas. You will need to be conscious of using open questions to not sway the children's opinions.

Mini plenaries – highlight interesting remarks/comments/decisions children have made to stimulate more discussions and encourage chn to question why. This will also help those that may be struggling with ideas – it is ok for children to magpie their peers' opinions!

Sequence of lesson:

1. Gather together – preferably in a circle.
2. Address the 4cs and code of conduct. Focus on the 4C that is the year group's objective – noted in the plan and overview.
3. Give the children a stimulus – video, picture, song, quote, statements, book/story – that is relevant to the connected subject eg history topic on ww2 so an extract from Anne Frank's diary etc.
4. Give chn time to reflect on it independently before discussing it with their peers. Teacher question prompts to encourage discussion and focus = ie what they thought it was about, how it made them feel, what was happening etc – this is only a few minutes in talk partners.
5. Address the question. EYFS and Ks1 are given the question. In Ks2 they would use it the stimulus to identify the key themes to help form the questions themselves – teacher notes the themes down and with the help of teacher and question stems the class would create questions and vote for their preferred one. (make sure the question is open and relevant to the topic) – all verbal and all noted on the big whiteboard though upper Ks2 could work in small groups to make some on posted notes/WB to share and vote on. (Can take pictures for SeeSaw)

6. Engage in the inquiry as a whole group, taking turns by showing your palm to be chosen and making sure to refer to the question throughout. Facilitator/teacher helps support the fluency and progression as well as supporting engagement. (not all chn have to talk here! This is all verbal)
7. Form a conclusion and finish – lower years do this with teacher support. (ie most of us believe ___ but some think___) – this is all verbal!
8. Independent reflection – note down somewhere their final thoughts ie posted note/whiteboard/video or in books – sentences with reasons – ie. “I agree/disagree with the question/statement/this person’s view because___” – **evidence required here!**
9. In year 6 they would then evaluate the session verbally! – they would reflect about how the session went, what responses stood out to them, what 4cs they showed and those they didn’t. they can comment on strengths and areas of improvement eg interrupting, using more detailed explanations, wider variety of the sentence starters. They could determined their preferred tasks, stimuluses and methods of evidence etc – they give their opinions on the process!

Displays:

We need the 4Cs, sentence stems and Rules of P4C/code of conduct (given to class teacher and or on the shared drive) displayed somewhere in class.

Displays are **necessary** to expose the language to the children. They can be **simple and imbedded into the wider curriculum displays**. Eg notes/pictures/photocopies of whiteboards or books from a History P4C lesson could be added on the History Wall.