

Philosophy for Children (P4C) Policy



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Leader: Miss Little

This policy explains our approach to the teaching of Philosophy for Children (P4C) and its contribution to the curriculum at St Matthew'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.

Rationale

At St Matthew's Catholic School philosophy enquiry underpins the ideas and values of the way we believe our school should be. We aim to create an environment where children feel that they have the freedom to explore ideas and ask questions in all areas of school life. Philosophy for children is an important way of teaching and developing the questioning and critical thinking skills, which are reflected in the National Curriculum.

Philosophy for children activities can be used in all subjects across the curriculum and it is important that children learn to transfer their skills in other areas of their learning.

We strive to help our pupils to be effective, **critical** and **creative** thinkers and to take responsibility for their own learning in a **caring** and **collaborative** environment. We aim to do this by providing an enquiry based curriculum and Philosophy for Children (P4C) where pupils are encouraged to ask questions and find the answers through discussion, thereby developing the ability to recognise differences and explore these constructively.

Aims

At St Matthew'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

Termly planning is provided by the P4C coordinator linked to different areas of the curriculum including **RE, Art and PSHE**.

The length of the session depends on the age of the children and the topic being discussed. They typically last between 15 minutes (EYFS), 30 minutes (KS1) and 60 minutes (KS2). P4C activities can also be integrated into the core subjects in shorter time periods.

Assessment

Big ideas/juicy concepts and big questions that emerge from P4C sessions with a whole school stimulus will be gathered from each class and displayed within the school.

Teachers annotate plans after each session with the names of the children who are exceeding and working towards the objective.

Structure

This structure is used as a guidance for P4C sessions at St Matthew's Catholic Primary School. Lessons are not restricted to this structure alone and should be adapted according to the activity/stimulus and year group being taught.

Introduce stimulus

Thinking time

Gather 'big ideas' or 'juicy concepts'

Make links between ideas.

Gather 'big questions'

Thinking time

Vote for a question

Thinking time

Enquiry

Thinking time

Reflection time

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.