



P4C Policy

Policy Statement

Philosophy for Children (P4C) is a core element of our school's approach to developing thoughtful, articulate, and reflective learners. Through structured philosophical enquiry, pupils learn to question, reason, listen, and collaborate. This policy outlines our commitment to embedding P4C across the curriculum and ensuring high-quality enquiry experiences for all pupils.

Aims of P4C

- **Critical thinking** — Pupils learn to give reasons, evaluate ideas, and challenge assumptions.
- **Communication skills** — Children practise speaking clearly, listening actively, and responding constructively.
- **Social and emotional development** — Enquiry builds empathy, respect, and confidence.
- **Curriculum enrichment** — P4C deepens learning in English, PSHE, humanities, and science.
- **Equality of voice** — Every child is encouraged to contribute, regardless of ability or background.

Definition of P4C

P4C is a structured approach to enquiry where pupils explore philosophical questions arising from a stimulus. Sessions follow a recognised 10-step model, enabling children to move from initial reactions to deeper reasoning and reflection.

Curriculum Commitment

Our school will:

- Deliver **regular P4C enquiries** in every year group.
- Use P4C to support SMSC, British Values, and personal development.
- Provide **age-appropriate stimuli** including stories, images, artefacts, and real-world scenarios.
- Ensure progression from EYFS to Year 6 through increasingly complex concepts and questions.
- Embed P4C language (e.g., *reason, agree, disagree, build on*) across subjects.

5. Teaching and Learning Expectations

Teachers will:

- Follow the **10-step enquiry model**.
- Use inclusive strategies such as talking objects, sentence stems, and visual prompts.
- Encourage pupils to respond to one another rather than only to adults.
- Model respectful disagreement and reason-giving.
- Record key questions, ideas, and reflections for monitoring and assessment.
- Provide opportunities for pupils to revisit and refine their thinking.

Support staff will:

- Participate in enquiries as co-learners.
- Support pupils who need help expressing ideas or accessing stimuli.

6. The 10-Step Enquiry Model

- **Getting Ready**
- **Stimulus**
- **Thinking Time**
- **Question-Making**
- **Question-Air**
- **First Thoughts**
- **Building**
- **Moving On**
- **Last Thoughts**
- **Review**

This structure ensures consistency across the school and supports progression.

7. Inclusion and Accessibility

P4C is for every child. Teachers will ensure:

- Visual supports for EAL learners.
- Sentence stems for pupils with communication needs.

- Mixed-ability groupings to promote peer modelling.
- Adapted stimuli for pupils with sensory or cognitive needs.
- Safe, respectful spaces for sharing personal viewpoints.

8. Assessment

Assessment in P4C focuses on:

- Quality of reasoning.
- Ability to listen and respond.
- Use of philosophical vocabulary.
- Willingness to participate.
- Growth in confidence and independence.

Teachers will use observation notes, pupil voice, and enquiry journals to track development.

9. Leadership and Monitoring

The P4C Lead will:

- Provide staff training and coaching.
- Maintain a bank of stimuli and enquiry resources.
- Monitor planning, delivery, and pupil outcomes.
- Lead whole-school enquiries and assemblies.
- Report impact to SLT and governors.

SLT will:

- Ensure P4C is resourced and timetabled.
- Support professional development.
- Review policy implementation annually.

10. Safeguarding and Sensitive Topics

P4C enquiries may touch on challenging themes. Staff must:

- Follow safeguarding procedures if disclosures occur.
- Use professional judgement when selecting stimuli.
- Ensure discussions remain age-appropriate.

- Provide follow-up support where needed.

11. Community and Cultural Capital

P4C supports wider school values by:

- Encouraging pupils to explore diverse perspectives.
- Linking enquiries to local, national, and global issues.
- Strengthening relationships through shared enquiry experiences.
- Preparing pupils for life in modern Britain.

12. Review Cycle

This policy will be reviewed every **two years**, or sooner if required by curriculum changes or school priorities.