

# Developing 'Philosophy' as a CfW 2022 pedagogy



# Why use P4C (*Philosophy for Children*)?

It's a privilege to be able to teach children about learning; about how depth of learning can impact on their lives way beyond the classroom. We all have a small space in time to spend with each learner getting them ready for the future. At Glyncollen this means allowing children the freedom to explore, create, think, communicate and grow.

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

*-Martin Luther King, Jr.*

P4C is a pedagogy which supports learners to do this in a safe space, contributing to their holistic development.



*Philosophy aims at the logical clarification of thoughts. Philosophy is not a body of doctrine but an activity – Without philosophy thoughts are, as it were, cloudy and indistinct: its task is to make them clear and to give them sharp boundaries.*

**Ludwig Wittgenstein (1872-1970)**

**Engineer, logician, philosopher, soldier, architect, school teacher**

Whatever else we want education to do for young people, we want them to become good thinkers.

We don't focus on providing all the right answers, but focus instead on asking the right questions: the ones that will get children thinking.

We aim for less monologue, more dialogue.

The world needs a generation of young people equipped with the confidence to think for themselves, and the courage to pursue their own answers to their own questions.

That's why education needs philosophy.



# Embedding 'Philosophy' in our whole-school vision

We've been developing Philosophy for Children at Glyncollen for at least ten years. It took a while to get going with it, but having seen the benefits of the practice, the quality of learner response and the engagement of all, it was worth pursuing.

Ten years ago nearly all teachers were trained to Level 1 SAPERE status. But there was very little evidence that philosophy, as an integral pedagogy, was implemented in planning for learning. Occasionally, an inquiry would take place but without links to previous inquiries and without enhancing the skills needed it had little impact.

Action was needed ..... and patience ..... and lots of professional development ... and a commitment to evaluating honestly.



P4C was prominent in school development planning at three points. Firstly, developing awareness and retraining including training support staff. We then appointed a lead practitioner to monitor progress and further develop the pedagogy across the school, to the extent that we were awarded the SAPERE Bronze Award for Philosophy. More recently we have trained four teachers at Level 2 and this had led to even more development of critical thinking and the additional skills that P4C enhances and further development of cross-curricular philosophy with art and maths.

Today, P4C is embedded in practice from Nursery to Y6, used regularly, not just as a means for holding inquiry, but as a principle pedagogy which has an impact on learning for all, on cognition, on the development of skills, on developing neurological pathways, on the broadening of experiences and on wellbeing. P4C is led by a middle leader who is passionate about its importance in our curriculum. When there is someone else pushing for you, you know you're there. It took time but it was worth the wait.



**Knowledge is knowing a tomato is a fruit.**

**Wisdom is not putting it in a fruit salad.**

**Philosophy is wondering if that means  
ketchup is a smoothie.**



# Getting involved with P4C

**Philosophy for Children (Critical Engagement) began with Professor Matthew Lipman in 1974. Lipman believed that young children possess the tools needed to think rationally and through his method of reading philosophically stimulating narratives, he believed that children could be encouraged to respond philosophically. His work, and subsequent approach is now used all over the world to enhance children's thinking and communication skills, to boost their self-esteem and to improve progress and outcomes in learning.**



# Introducing SAPERE



'Sapere aude' is the Latin phrase meaning "Dare to know"; and also is loosely translated as "Dare to be wise", or even more loosely as "Dare to think for yourself!"

SAPERE is the national charity supporting P4C in the UK. They provide high-quality training and programmes for sustaining practice as well as suggested resources for use in schools. Research by the [EEF](#) shows that P4C improves outcomes in literacy and numeracy particularly for vulnerable learners. Research from the [Nuffield Foundation](#) shows that P4C improves communication skills, teamwork and resilience.



# “Not theory... ...but activity”

Philosophy is a practical activity, something you ‘do’. At its foundation level, learners are active participants and teachers are facilitators. It is important that P4C is undertaken at a whole-school level and that as many practitioners are trained at Level 1 as possible. It should be aligned to your vision and your school development planning. It is a great place to start exploring the power of pedagogy.



Very simply put, it's engaging in structured, collaborative dialogue about ideas generated by a group or community of participants, and the dialogue is philosophical in nature.

Research evidence over the past 18 years has consistently shown the benefits of encouraging philosophy with children.

# The Benefits

- × Reduces marginalisation
- × Gives everyone a voice
- × Promotes deeper thinking
- × Encourages acceptance
- × Increases understanding
- × Supports self-regulation
- × Improves outcomes in literacy and numeracy,
- × Structured and safe
- × Encourages talk
- × Covers issues which affect them
- × Explores their place in the world and their relationships with the environment and people they encounter.



# P4C and Curriculum for Wales 2022

These benefits have clear links to the four purposes, cross-curricular skills, wider skills, Welsh dimension and global perspectives, and enable the deep learning through AoLEs that reflects the 'essence of learning' found in the Descriptions of Learning'. P4C transcends singular concepts and its application supports holistic learning.

It is a pedagogy which enhances the Health and Well-being AoLE, enabling learners to engage with each What Matters in this area in a safe and supportive learning environment.

It is integral to our curriculum design, promoting skills such as gratitude, perseverance, empathy, resilience and respect.



# Meeting the Four Purposes through P4C

Philosophical inquiries, linked to cross-curricular concepts, together with the skills embedded across the curriculum, and throughout learning reflect the following aspects of the Four Purposes:

Ethical, informed citizens who:

- × Engage with contemporary issues based upon their knowledge and values
- × Understand and exercise their human and democratic responsibilities and rights
- × Understand and consider the impact of their actions when making choices and acting
- × Are knowledgeable about their culture, community, society and the world, now and in the past
- × Respect the needs and rights of others as part of a diverse society

and are ready to be citizens of Wales and the world.



# Meeting the Four Purposes through P4C

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Enterprising, creative contributors who:

- × connect and apply their knowledge and skills to create ideas and products
- × think creatively to reframe and solve problems
- × identify and grasp opportunities
- × take measured risks
- × lead and play different roles in teams effectively and responsibly
- × express ideas and emotions through different media
- × give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work.



# Meeting the Four Purposes through P4C

Philosophical inquiries, linked to cross-curricular concepts, together with the skills embedded across the curriculum, and throughout learning reflect the following aspects of the Four Purposes:

Ambitious, capable learners who:

- × set themselves high standards and seek and enjoy challenge
- × are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- × are questioning and enjoy solving problems
- × can communicate effectively in different forms and settings
- × can explain the ideas and concepts they are learning about
- × find and analyse information
- × undertake research and evaluate critically what they find and are ready to learn throughout their lives.



# Meeting the Four Purposes through P4C

Philosophical inquiries, linked to cross-curricular concepts, together with the skills embedded across the curriculum, and throughout learning reflect the following aspects of the Four Purposes:

Healthy confident individuals who:

- × Have secure values and are establishing their spiritual and ethical beliefs
- × Are building their mental and emotional well-being by developing confidence, resilience and empathy
- × Know how to find the information and support to keep safe and well
- × Form positive relationships based on trust and mutual respect
- × Have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society



# Enacting Pedagogical Principles

'Philosophy for Children' exemplifies the 12 Pedagogical Principles outlined by Professor Donaldson in 'Successful Futures' by:

Creating authentic contexts for learning

Encouraging learners to take responsibility for their learning

Supporting social and emotional development and positive relationships

Encouraging collaboration

Supporting high achievement

Contributing to a broad range of pedagogical approaches

Promoting problem-solving and creative and critical thinking

Building on previous knowledge and experience to engage interest

Driving towards the four purposes

Supporting progress through formative assessment

Providing opportunities for learners to make connections

Utilising opportunities to improve cross-curricular skills



# Links to What Matters



Languages connect us

Understanding languages is key to making sense of the world around us

Expressing ourselves through languages is key to communication.

Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the Expressive Arts

How we process and respond to our experiences affects our mental health and emotional well-being.

Our decision-making impacts on the quality of our lives and the lives of others.

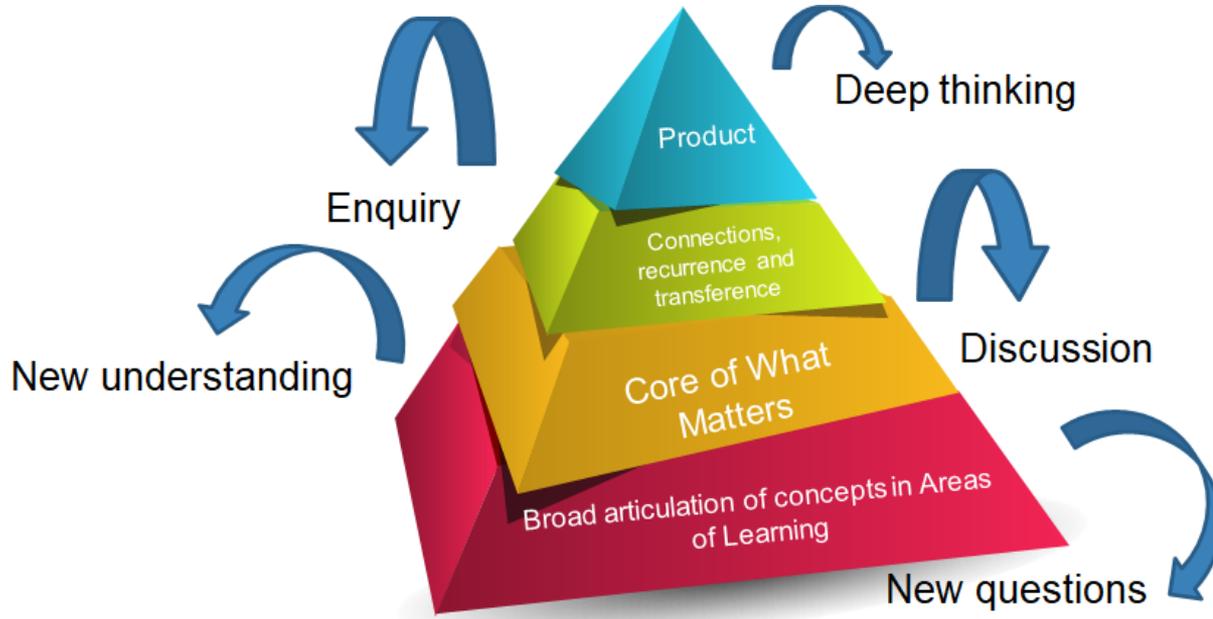
How we engage with social influences shapes who we are and affects our health and well-being

Healthy relationships are fundamental to our well-being.

Statistics represent data, probability models chance, and both support informed inferences and decisions.

Being curious and searching for answers helps further our understanding of the natural world and helps society progress.

# P4C gets to the heart of the 'essence of learning'



# So how does it work?

As with all pedagogical approaches, its important that practitioners have a good understanding and this is best done through whole-school training opportunities.

In simple terms P4C looks a little like this:

- × Take an engaging or emotive stimulus such as a poem, short story, news item or picture that has some philosophical potential.
- × Participants ask [questions](#) prompted by the stimulus and then discuss one of these. There is an emphasis on exploring **Socratic** questions and dialogue.
- × Dialogue is structured, involving the participants in making connections with something that has been said previously in the dialogue by agreeing or disagreeing and offering reasons for that agreement or disagreement.



# Theory to Thinking

As a pedagogy, P4C supports learners to make links in their learning, often connecting to their thoughts and feelings. For example, learners in Year 1, who are familiar now with philosophy, questioning, thought processing and linking their learning, make connections regularly. A few days after a class reading session on the story of 'Mary and Joseph', during an assembly on 'trust' as the 'Value of the Month', one boy stated:

*God picked Mary because he trusted her.*

He showed his understanding that God had to choose someone he could trust to carry his baby.



# Development of Philosophical Thinking and Skills

From an early age, learners develop a wide range of skills that are transferable across the curriculum and beyond the school. During inquiries children learn to follow the rules of effective dialogue, turn-taking, listening, responding, indicating, following an argument, expressing an opinion respectfully, disagreeing or agreeing appropriately, considering other viewpoints and new information and so on. Learners give reasons to support their views and can connect their own ideas and experiences with those of others. They use examples and evidence to support or challenge a view and identify concepts and links to concepts in their discussions. Even the youngest children are encouraged to develop their questioning and thinking skills. Their language is developed through P4C . Often, concept games are used to warm-up for an inquiry, or to develop skills in other areas of the curriculum. Younger children, for example may consider ‘would you rather?’ questions and build a discussion or inquiry from that. Older children may use ‘decision lines’ or ‘diamond ranking’ to make an initial decision on a concept before exploring further.



# Questions

Developing questioning technique is an important skill for all learners. In P4C learners develop their ability use the Socratic method of dialogue exchange.

Socratic questioning is at the heart of critical learning and teaching, allowing children to develop and evaluate their thinking.

Learners become increasingly confident in identifying and asking open philosophical questions where concepts are becoming more evident. They engage and explore their understanding concepts, making connections and giving supporting reasons.

***Socrates posed the following six question types:***

- × Clarifying concepts. ...
- × Probing assumptions. ...
- × Probing rationale, reasons and evidence. ...
- × Questioning viewpoints and perspectives. ...
- × Probing implications and consequences. ...
- × Questioning the question.



How to live forever.

### Big Ideas

- greed
- immortality
- death
- afterlife
- beliefs
- books
- time
- mysterious
- space

Our philosophical questions.

☁... "Do good things happen in the afterlife?"

☁... "If you were immortal would time stop?"

☁... "If hell is real, would it make this place better?"

☁... "What happens if time stops?"

☁... "If we were all immortal what would it be like?"

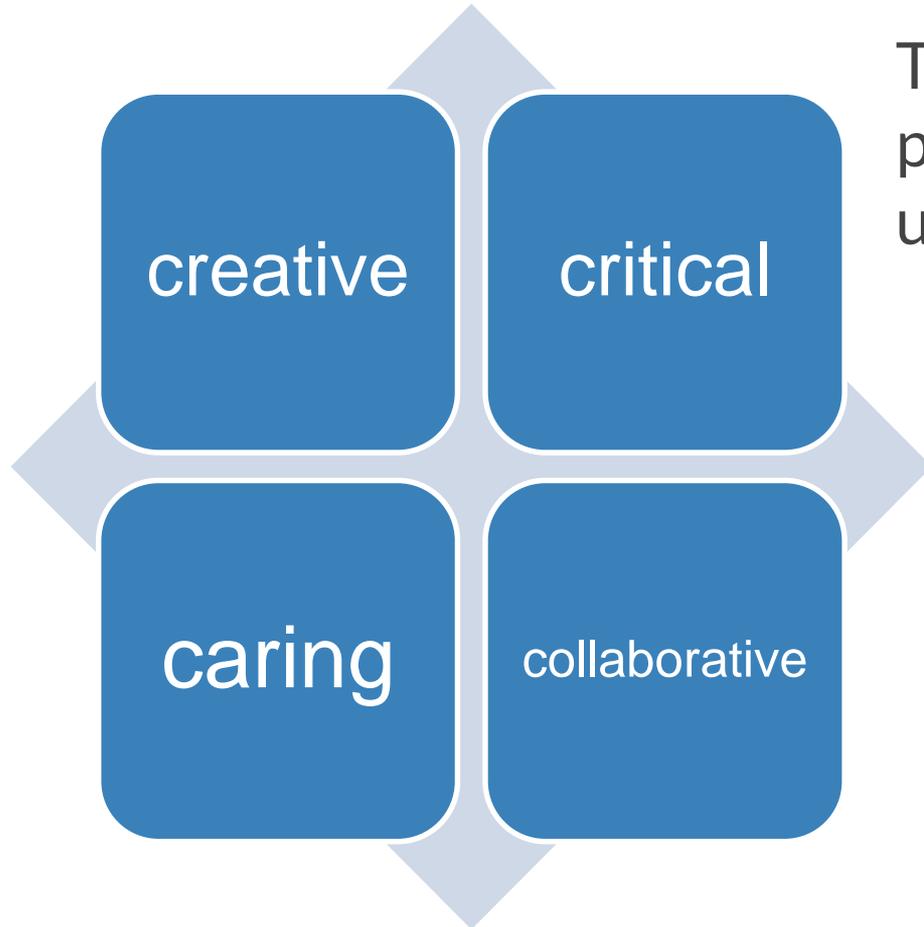
☁... "What if people live another life?"

☁... "How could you live forever?"

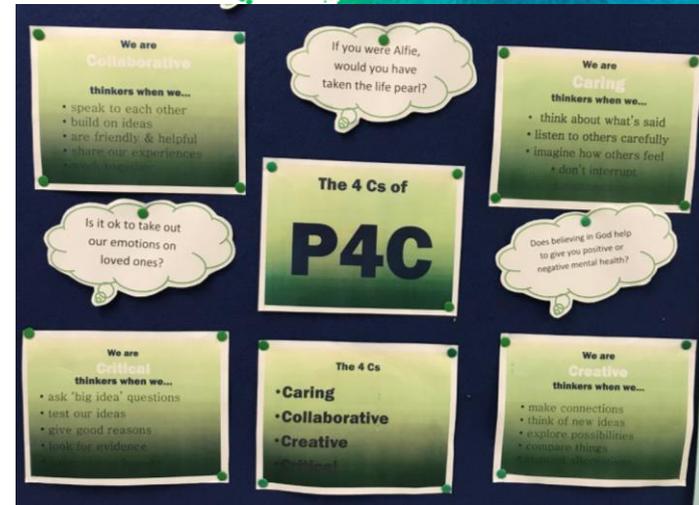
☁... "Does life ever end?"

How cultural values and religious beliefs...

During 'Philosophy' learners develop and practice the 4Cs:



The 4Cs are displayed prominently in classrooms and used during all discussions:



# Equity and Engagement

Nearly all children take part enthusiastically in philosophical inquiries. They amaze us with how they think, articulate their thoughts and relate to each other. They can take any concept and apply their lives and that of others to the situation, empathising, arguing, expressing and theorising. The skills they develop translate into all learning situations with the support of the practitioner.



“Everyone gets to have a say and everyone is listened to.”

“There are no right or wrong answers.”

“I learn so much about my friends' views and sometimes I change my mind about mine.”



# Evaluating

Learners increasingly reflect upon and evaluate their progress as a community of inquiry and as themselves as individuals against more developed 4Cs thinking criteria in line with their age and experience.

Whole class evaluation:

“We did well developing the idea. We built on each others comments and we tried not to repeat what other had said.”

“I think we need to work on drawing a conclusion at the end.”

Seron

Scale: 0 = hardly ever, 1 = (some) sometimes, 2 = (most) most of the time, 3 = almost all the time

### A. THE ETHOS / SPIRIT OF COMMUNITY OF INQUIRY

#### COLLABORATIVE THINKING

(Speaking and Responding – Communicating and Conciliating)

1	Participative <i>Were we / Was I ... ?</i>	... playing their parts in the group tasks and activities?	2	2
2	Encouraging	... giving each other equal encouragement to speak? e.g. by smiling, taking turns, etc.	2	2
3	Responsive	... referring to each other (by name), and to their ideas?	2	2
4	Friendly	... responding in a friendly way, even if they disagreed?	3	3
5	Agreeable	... trying to understand each other, and to agree where possible?	2	2

#### CARING THINKING

(Listening and Valuing – Consensating and Appreciating)

6	Attentive / Reflective	... concentrating on the story/stimulus, and reflecting on it?	2	3
7	Respectful	... showing respect for each speaker? e.g. by eye contact, not interrupting, etc.	2	3
8	Truthful / Courageous	... speaking honestly about their experiences, and what they believed?	3	2
9	Broadminded	... showing interest in experiences or beliefs that were different from their own?	2	2
10	Open / Adaptable	... showing readiness to change their thinking/behaviour?	2	3

### B. THE PRACTICE OF INQUIRING TOGETHER

#### CREATIVE THINKING

(Connecting and Suggesting – Relating and Speculating)

11	Relevant (Focussed)	... keeping their speeches brief, and related to the question or line of inquiry?	2	2
12	Coherent (Connecting)	... making clear how their ideas connected with other people's?	1	0
13	Realistic (Grounded)	... suggesting examples to connect with life?	2	2
14	Independent (Original)	... suggesting alternative ways of thinking?	2	2
15	Practical (Purposeful)	... suggesting conclusions or lessons that might be drawn? (what follows?)	1	1

#### CRITICAL THINKING

(Questioning and Reasoning – Interrogating and Evaluating)

16	Philosophical (‘Seeking Wisdom’)	... asking ‘big (idea) questions?’	3	3
17	Precise / Accurate	... asking specific questions seeking explanation/clarification?	3	3
18	Sceptical	... examining the truth of what is said? e.g. questioning evidence or assumptions	2	2
19	Discerning	... attending to differences/distinctions and counter-examples?	2	1
20	Reasonable / Judicious	... giving and questioning reasons/criteria for conclusions and judgements?	2	2

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I think I did well in the PAC, giving ideas.

# Wellbeing

*During a Learner wellbeing survey, P4C was mentioned many times:*

We have been talking about hope in class and linked it to P4C. It helps us to think about others, not just ourselves, like the homeless. We learn about how the adults who work with us show these values in their lives.

The school deals with bullying really well. P4C helps us with learning about this too.

The school makes sure our voices are heard but sometimes other children don't listen to you. P4C helps to get your voice heard.

On Friday we presented to visitors on 'The Thousand Year Old Boy'. You get to say what you are thinking and learn what other people are thinking. It's especially important when we are talking about things that happen in real life. It's better in small groups because you get more of a chance to speak. We like the little activities as well such as decision lines and 'would you rather?' questions. It's a great way for the school to understand us.

Helps us with arguing because it is showing how to have a positive argument. We are still learning and not everyone is learning from this yet. Also helps because there is no right or wrong. I used to be embarrassed to say my thoughts but it's a safe place to say how you feel knowing people won't laugh at you.



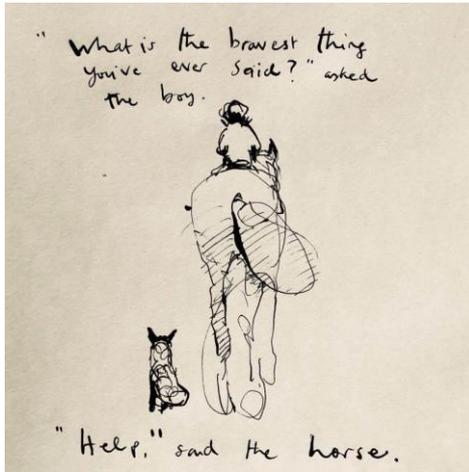
What Resources do  
you need?





Books, particularly picture books, are a great place to start. SAPERE supplies booklists with recommended titles. We now have a vast library of titles which you are welcome to browse and borrow from. But philosophical inquiry can begin with a whole host of stimuli – art, newspaper headlines, objects or just thoughts and issues the children raise.

We often use values and UNCRC articles as an initial stimulus, linked to our Rights and Articles of the month.



"What is the bravest thing you've ever said?" asked the boy.

"Help," said the horse.



Glyncollen Calendar of Rights and Values and 4cs

Calendr Hawliau a Gwerthoedd Glyncollen

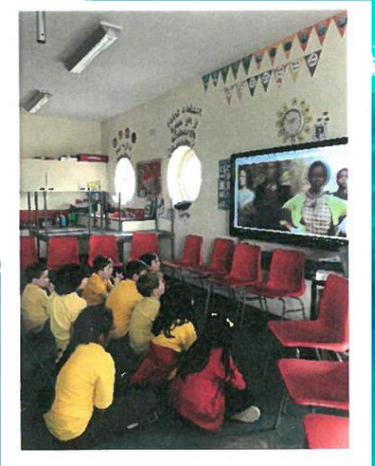
	Ertlygl/Article	Gwerthoedd/Values	4 Cs
<b>September Medi</b>	28: Your right to learn and go to school. Eich hawl i ddysgu a mynd i'r ysgol.	Unity/Undod Friendship/Cyfeillgarwch	Collaborative
<b>October Hydref</b>	12: Your right to say what you think should happen and be listened to. Eich hawl i ddweud beth ddylai ddigwydd ac i	Responsibility/Cyfrifoldeb Cooperation/ Cydwethrediad	Creative
<b>November Tachwedd</b>	23: Your right to special care and support if you are disabled. Eich hawl i ofal arbennig a chymorth os ydych yn anabl.	Trust/Ymddiriedaeth Caring/Gofalu	Caring
<b>December Rhagfyr</b>	14: Your right to follow your own religion. Eich hawl i ddilyn eich crefydd eich hun.	Peace/Heddwch Tolerance/Goddefgarwch	Critical
<b>January Ionawr</b>	6: You have the right to life and to grow up to be healthy. Mae gennych yr hawl i fywyd ac i dyfu i ffordd iach.	Appreciation/ Gwerthfawrogiad Love/Cariad	Collaborative
<b>February Chwefror</b>	24: Your right to good food and water and to see a doctor if you are ill. Eich hawl i fwyd a ddr da ac i weld y	Hope/Gobaith Simplicity/Diutwstrwydd	Creative
<b>March Mawrth</b>	7: Your right to a name and nationality. Eich hawl i enw a chenedligrwydd. 30: Your right to use your own language. Eich hawl i ddefnyddio eich iaith eich	Freedom/Rhyddfraint Respect/Parch	Caring
<b>April Ebrill</b>	19: You should not be harmed and should be looked after and kept safe. Ni ddylech gael eich ruwedio a dylech gael gofal a'ch	Courage/Dewrder	Collaborative
<b>May Mai</b>	13: Your right to have information. Eich hawl i gael gwybodaeth.	Understanding/ Dealliwraeth Honesty/Gonestrwydd	Creative
<b>June Mehefin</b>	31: Your right to relax and play. Eich hawl i ymlacio a chwarae.	Patience/Amymedd Thoughtfulness/ Meddylgarwch	Caring
<b>July Gorffennaf</b>	29: Your right to be the best that you can be. Eich hawl i fod y gorau a gallwch fod.	Happiness/Hapusrwydd	Critical



# Empathy and Relationships

With P4C we do not shy away from difficult topics. It is usually at the children's suggestion. These inquiries and explorations are vital to understanding how to form and maintain relationships, building the skills we need such as empathy and resilience. These skills are just as important as reading and writing. During Black History Month, a Year 4 class used the story of Rosa Parks as a stimulus (<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-rosa-parks/z7rtvk7>). In the video Rosa tells the story of her life, showing how her refusal to give up her seat for a white person on a segregated bus changed the rules of American society, and led towards equality and justice for everyone, no matter the colour of their skin.

This session led to discussion on inequality, racism, protests and rules. These concepts support the learners in developing their relationships with a wide range of people, including the older generation through our intergenerational group and visits to local residential and nursing homes.





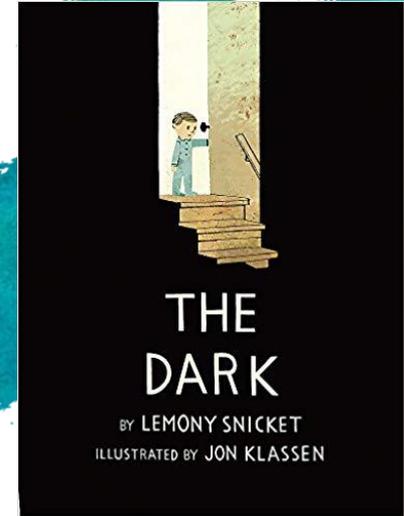
## Example Session

### Decision line questions- Would you rather?

- × Would you rather be a cat or a dog?
- × Would you rather live in a country that is always hot, or a country that is always cold?
- × Would you rather be very rich but very sad or very poor but very happy?
- × Would you rather relive the same day for 365 days or lose a year of your life?

### Inquiry.

- Sitting in a circle, share the story 'The Dark'
- Give thinking time, then give out post its to write or draw initial thoughts.
- Share thoughts with person sitting next to you.
- Put into small groups and come up with a question (encourage philosophical questions)
- Whole group votes on a question
- Quick recap on Golden rules before whole group enquiry.
- Final words



# What they say ....

## About life after death

“You don’t get to choose what happens because your life is laid out for you.”

## If we didn’t have courage

“The World wouldn’t develop as no-one would have the courage to do anything new.”

“There is always a way that we would get things done. We would have found a way to evolve without courage.”

## Talking about whether wars make things better in the long run

“I think some wars help but not others. The Syrian war does not improve anyone’s life. Some leaders are just greedy for power. Fighting back doesn’t make things better.”

“Good things can come out of war because we remember and have learnt lessons that it is not the best way to solve problems.”



Article 28: your right to go to school and learn.

Nelson Mandela : "Education is the most powerful weapon which you can use to change the world."

Listen carefully. Question and respond to others.

☁... "if you don't have education you can't have the job you want."

☁... "with education you can learn to become anything."

☁... "change the world with a weapon, you can change the world in a war."

☁... "education can affect your whole life, you can be who you want to be."

☁... "education is like a gun - most powerful weapon."

☁... "if you grow up you could be a scientist and cure cancer."

☁... "guns are very powerful, they saved us in World War II and that changed the world."

☁... "I don't think it's like a gun, what would be the bullet?"  
"the bullet would be the pencil."

☁... "a gun is powerful but so is education."

☁... "don't think it's like a gun, education is powerful and good but guns are not."

Active Citizenship - rights UNCR

## Teacher Autonomy

By allowing children to take ownership of their learning, by directing dialogue and raising questions to be explored, teachers find their practice becomes more creative and open. They learn so much more about their pupils and the ethos of the classroom is more positive as a consequence of adopting P4C.



Piglet: 'Pooh?' Pooh: 'Yes, Piglet.'  
Piglet: 'I've been thinking...'  
Pooh: 'That's a very good habit to  
get into to, Piglet.'

