

What does a P4C session look like?

Generating a philosophical question:

After the children have had time to investigate the stimulus individually, with a partner and as a class, they then have to generate a question. The children are encouraged to develop their skills at developing a philosophical question. They learn to understand which type of questions generate a good enquiry and which provide a very closed line of enquiry.

Closed question: *What colour is Goldilocks dress?*

Philosophical question: *Can it ever be right to break into somebody's house?*

Deciding on a line of enquiry

After generating their questions they then have to choose which question they want to discuss. The children vote for the line of enquiry they wish to develop.

Discussion

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.

Completing the enquiry

After a set period of time the enquiry will be brought to a close and the facilitator (the teacher) will recap on the ideas covered and discussed.

Benefits for Children

- A way to open up children's learning through enquiry and the exploration of ideas
- Children realise that there is not always a right answer and all ideas are valued
- They have the confidence to ask questions and learn through discussion
- All learners (including teachers) have opportunities to genuinely enquire
- A chance to speak and be heard without fear of getting an answer wrong
- Intelligence and respect for others grows
- Gives all children a voice and chance to flourish
- Gives all children a chance to 'think outside the box' and to celebrate others inspiring ideas
- Raises children's self esteem and social responsibility

How can you help your child at home?

Take time to listen to them/talk to them about the P4C sessions in class

Be confident that you don't always know the answer—it's ok to ponder

Give them opportunities to talk about appropriate 'big issues' e.g. questions from newspapers or TV.

Use open-ended questions: *Why do you think that? How did you decide? What do you think?*

Philosophy for Children (P4c)



Information for parents



**Iver Village
Junior School**

Believe, Achieve, Succeed Together.

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Mrs Sarah Chapman-Allen**

What is Philosophy for Children?

Philosophy for Children (P4c) was created by Professor Lipman in the late 1960s, and its aim was to encourage children to be more reasonable, reflective and considerate.

P4c is essentially about developing thinking and reasoning skills, through talking and posing challenging questions.

These questions cover a range of subjects and experiences.



P4c is designed to get everybody thinking...

Not all questions can be answered but all answers can be questioned!

Why P4C?

P4C develops the skills, attitudes and dispositions for higher level thinking:

- Ability to work with others
- Builds communication skills
- Raises self esteem
- Develops social responsibility
- Promotes respect and understanding
- Develops reasoning skills
- Promotes logical, critical and reflective thinking

P4c develops different types of thinking:

1. Collaborative—thinking of others
2. Caring—thinking of others
3. Critical—making reasoned judgements
4. Creative—creating new ideas

What does a P4C session look like?

Starting Point

The children usually sit in a circle to aid good listening and equal involvement. They think about the rules and guidelines for a successful enquiry and possibly focus on particular skills needed. The session usually starts with a game that helps build these skills.

1. Getting set—Warm Up
2. Presentation of the stimulus
3. Thinking Time
4. Question Making
5. Question Airing
6. Question Choosing—Voting
7. First Thoughts (Enquiry)
8. Building (Enquiry)
9. Last Thought (Enquiry)
10. Review

The Stimulus

The children can share a story, look at a picture, a poem, listen to a piece of music, or use any other starting point that will stimulate thoughts and discussion.

do you ever stop thinking?

what is true happiness?