DARRICK WOOD
INFANT & NURSERY SCHOOL
Our Learning Community
Respects, Nurtures and Inspires



P4C Overview

Resilience	Curiosity	Respectfulness	Creativity	Independence	Confidence

Philosophy for Children - (P4C)

Vision

At Darrick Wood Infant school, we use the Philosophy for Children (P4C) approach to teaching and learning, to help children to develop into effective, critical and creative thinkers and to take responsibility for their own learning in a caring and collaborative way. We do this by providing practical ways of developing good thinking, questioning and communications skills.

Intent

During regular P4C sessions, children and their teacher share a stimulus, for example, a story, film clip, picture, they then take thinking time to devise their own questions and together the class chooses one question to enquire into further.

With experience, children's questions become deeper and more thoughtful. The children's discussions become more disciplined and focused yet, at the same time, more imaginative. The approach not only helps to develop creative and critical thinking skills but also encourages children to care more about what others say and develop the ability to recognize differences and explore these collaboratively.

The aim of P4C is to help children to develop the skills and dispositions that will enable them to contribute as responsible citizens of the future. This supports the schools ethos and values of creating a caring school and classroom environment where children learn to listen to and respect each other. P4C helps to create an environment where a child's questioning can flourish, developing children's abilities to ask their own thoughtful question

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Purpose of Study

At Darrick Wood Infant school, we use the Philosophy for Children (P4C) to help children to develop into effective, critical and creative thinkers and to take responsibility for their own learning in a meaningful and challenging way. We do this by providing practical ways of developing a multitude of skills, these are: enhanced speaking and listening skills, taking turns, patience, conversational skills, develop respect for opinions, make connections between ideas and concepts, observational and memory skills, questioning, reasoning, reflection, collaboration, social and emotional development, literacy skills, citizenship and links to other areas of the curriculum.

During regular P4C sessions, children and their teachers share a stimulus. For example: a story, film clip, story or picture and they then take some time to engage in discussions about their interests. This is then followed by the opportunity to devise their own questions. The children then vote on the question they would prefer to investigate further and the philosophical discussion begins.

With experience, age and Culture Capital, children's questions become more considered and well-articulated. The children's discussions become more disciplined yet, at the same time, more imaginative. This approach not only helps to develop creative and critical thinking skills, but it also encourages children to consider what others say and develop the ability to recognize differences and explore these collaboratively.

The aim of P4C is to help children to develop the skills and dispositions that will enable them to contribute as responsible citizens of the future. This supports the school's ethos and values of creating a caring school and classroom environment where children learn to listen to and respect each other.

P4C helps to create an environment where a child's questioning can flourish, developing children's abilities to ask their own thoughtful questions.



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Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No poverty What do people really need to live a happy life? **Zero Hunger** Is it fair that some people have lots of food and others don't have enough? **Good health and wellbeing** What does it mean to be healthy?	**Quality education** Why do we come to school? **Gender equality** Can boys and girls do the same things? Why or why not? **Clean water and sanitation** If someone doesn't celebrate Christmas, can they still enjoy it?	**Affordable and clean energy** Where does energy come from, and how can we use it wisely? **Decent work and economic growth** Why do people work, and what jobs help our world? **Industry, innovation and infrastructure** How are buildings and roads made, and who builds them?	**Reduced Inequalities** What does it mean to be fair? **Sustainable Cities and Communities** What would your perfect town or city look like? **Responsible Consumption and Production** What happens to the things we throw away, and can we use them again?	**Climate Action** What can we do to help the Earth stay clean and happy? **Life Below Water** Why are oceans important? **Life on Land** Why do we need animals, trees, and bugs?	**Peace, Justice and Strong Institutions** What helps people get along and solve problems fairly? **Partnerships for the Goals** What's good about working together with others, even if they live far away?

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Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No poverty What could we do to help someone who has very little? **Zero Hunger** Why do people share food? **Good health and wellbeing** Can you feel okay in your body but not in your mind?	**Quality education** What would the world be like if some children never got to go to school? **Gender equality** Should jobs and toys be for everyone, or just for boys or girls? **Clean water and sanitation** Why is it important to keep water clean?	**Affordable and clean energy** Where does electricity come from, and what happens when we leave lights on? **Decent work and economic growth** What would happen if no one cleaned the streets, baked bread, or built houses? **Industry, innovation and infrastructure** What would you invent to help people?	**Reduced Inequalities** What makes things fair or unfair? **Sustainable Cities and Communities** What makes a city kind to people, animals, and nature? **Responsible Consumption and Production** What happens to our rubbish after we throw it away?	**Climate Action** What small things can you do to help the planet? **Life Below Water** How can we look after fish and sea creatures? **Life on Land** Why do we need animals and trees?	**Peace, Justice and Strong Institutions** What helps people solve problems without fighting? **Partnerships for the Goals** Can people from different places work together to make the world better?

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Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No poverty What would it feel like to not have a home or clothes? **Zero Hunger** Is it fair if some people have lots of food and others have none? **Good health and wellbeing** What does it mean to feel "well"?	**Quality education** Why is learning important for everyone? **Gender equality** Why do people sometimes say "that's not for you"? **Clean water and sanitation** What might happen if we didn't have toilets or taps?	**Affordable and clean energy** Can the Earth run out of energy? **Decent work and economic growth** Which jobs help the world the most? **Industry, innovation and infrastructure** What would you invent to help people?	**Reduced Inequalities** Can being fair mean giving people different things? **Sustainable Cities and Communities** What would a really good neighbourhood be like? **Responsible Consumption and Production** Should we always get new things?	**Climate Action** What would happen if everyone did one kind thing for the Earth every day? **Life Below Water** What do you think animals below the water would say if they could talk to us? **Life on Land** Should people be allowed to cut down forests?	**Peace, Justice and Strong Institutions** Is it more important to be kind or to be right? **Partnerships for the Goals** Why is teamwork so powerful?