

St Margaret's C.E. Primary School P4C Skills Map

Key P4C principles at St Margaret's C.E. Primary School:

- The curriculum map is skills based to allow P4C to be linked to concepts across the wider curriculum.
- St Margaret's ground rules for all year groups are linked to the 4Cs – caring, collaborative, critical and creative – these are discussed with pupils to ensure understanding, ownership and age-appropriateness.
- All classrooms contain a working wall which displays the 4Cs, most recent stimulus and question, code of conduct, 10 steps of an enquiry, key phrases (I agree, disagree, because, can you give me an example?, what might somebody who disagrees say?, what if ...?) and concept lightbulbs dependant on the phase.
- All classes record aspects of the enquiry in a class floor-book.
- Years one to six will have P4C advocates.
- Philosophical activities or enquiries will be carried out on a weekly basis from nursery to year six.
- Each classes weekly P4C question will be shared as a talking task homework.

Overarching aim for P4C at St Margaret's C.E. Primary School:

- To provide a platform which enables pupils to develop curiosity through questioning that helps them explore and articulate social, moral and ethical issues on a personal, local and global basis.
- To explore spirituality which will be promoted through P4C by reflection on own and others' beliefs and perspectives and respect for different people's faiths, feelings and values.
- To foster and develop pupils' sense of fascination to allow them to value learning and enjoy questioning, listening and responding creatively, caringly, collaboratively and critically.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Negotiating simple ground rules for listening to others	Verbalise own thoughts 'I think/like/dislike'	Verbalise own thoughts 'I think/like/dislike' Take turns to speak	Verbalise own thoughts 'I think/like/dislike' Take turns to speak Listen to others	Verbalise own thoughts 'I think/like/dislike' Take turns to speak Listen to others Understand others have different ideas	Verbalise own thoughts 'I think/like/dislike' Take turns to speak Listen to others Understand others have different ideas Participate in a Community of Enquiry of 4 – 6 children

St Margaret's C.E. Primary School P4C Skills Map

Reception	Negotiating simple ground rules for Verbalise own thoughts 'I think/like/dislike' Take turns to speak Listen to others Understand others have different ideas Participate in a Community of Enquiry for half of the class at a time (up to 15 children)	Listening Asking 'I wonder' questions	Listening Asking 'I wonder' questions Giving responses using 'because'	Listening Asking 'I wonder' questions Giving responses using 'I agree because', and 'I disagree because' Value a range of different ideas	Listening Asking 'I wonder' questions Giving responses using 'I agree because', and 'I disagree because' Value a range of different ideas Giving examples	Consolidate Listening Asking 'I wonder' questions Giving responses using 'I agree because', and 'I disagree because' Value a range of different ideas Giving examples
Year 1	Revisit simple ground rules for enquiry Listening Asking 'I wonder' questions Giving responses using 'I agree because', and 'I disagree because' Value a range of different ideas Giving examples Community of Enquiry for whole class of children	Introduce philosophical concepts using philosophical lightbulbs Building on ideas	Concepts Building on ideas The difference between questions and statements	The difference between questions and statements Building on ideas Concept lines (see SAPERE Moving On Guide p11) Imagining	The difference between questions and statements Building on ideas Concept lines Imagining Reflecting	The difference between questions and statements Building on ideas Concept lines Imagining Reflecting Summarising thoughts at final words
Year 2	Revisit negotiating ground rules for an enquiry	Generate and explore big questions about life.	Generate and explore big questions about life	Generate and explore big questions about life	Generate and explore big questions about life	Generate and explore big questions about life

St Margaret's C.E. Primary School P4C Skills Map

	<p>The difference between questions and statements</p> <p>Building on ideas</p> <p>Imagining</p> <p>Reflecting</p> <p>Concept lines</p> <p>Summarising thoughts at final words</p>		<p>Grapple with how best to live 'a good life'</p> <p>Colliding concepts</p>	<p>Grapple with how best to live 'a good life'</p> <p>Colliding concepts</p> <p>Finding and giving clarification to ideas</p>	<p>Grapple with how best to live 'a good life'</p> <p>Colliding concepts</p> <p>Identifying concept from stimuli</p> <p>Finding and giving clarification to ideas</p> <p>Explaining views</p>	<p>Grapple with how best to live 'a good life'</p> <p>Colliding concepts</p> <p>Identifying concept from stimuli</p> <p>Finding and giving clarification to ideas- examples</p> <p>Explaining views</p> <p>Making connections</p> <p>Reviewing individual and community progress linked to the 4Cs using a range of models</p>
Year 3	<p>Revisit negotiating ground rules for an enquiry</p> <p>Concept lines</p> <p>Colliding concepts</p> <p>Identifying concept from stimuli</p> <p>Finding and giving clarification to ideas- examples</p> <p>Explaining views</p> <p>Making connections</p> <p>Reviewing individual and community progress linked to the 4Cs using a range of models</p>	<p>Asking Socratic questions (open procedural) - use Q prompts (see p25 of SAPERE L1 handbook)</p>	<p>Asking Socratic questions (open procedural) - use Q prompts</p> <p>Understanding what caring thinking looks like in practice, and demonstrate this through enquiry</p>	<p>Asking Socratic questions (open procedural) - use Q prompts</p> <p>Understanding what collaborative thinking looks like in practice, and demonstrate this through enquiry</p>	<p>Asking Socratic questions (open procedural) - use Q prompts</p> <p>Understanding what critical thinking looks like in practice, and demonstrate this through enquiry</p>	<p>Asking Socratic questions (open procedural) - use Q prompts</p> <p>Understanding what creative thinking looks like in practice, and demonstrate this through enquiry</p> <p>Reviewing individual and community progress linked to the 4Cs using a range of models</p>

St Margaret's C.E. Primary School P4C Skills Map

Year 4	<p>Revisit negotiating ground rules for an enquiry</p> <p>Understanding what 4C thinking looks like in practice, and demonstrate all 4 through enquiry</p> <p>Reviewing individual and class progress using a range of models</p> <p>Concept lines</p> <p>Colliding concepts</p>	<p>Identify and sort a range of questions using the Question Quadrant (see p27 of SAPERE L1 handbook)</p>	<p>Identify and sort a range of questions using the Question Quadrant</p> <p>Focus on first and final words and how thinking has changed between the two</p> <p>Ensuring the community is purposeful - pushing for decisions about what to think, and what to do</p>	<p>Identify and sort a range of questions using the Question Quadrant</p> <p>Focus on first and final words and how thinking has changed between the two</p> <p>Ensuring the community is purposeful - pushing for decisions about what to think, and what to do</p> <p>Find alternative possibilities</p>	<p>Identify and sort a range of questions using the Question Quadrant</p> <p>Focus on first and final words and how thinking has changed between the two.</p> <p>Ensuring the community is purposeful - pushing for decisions about what to think, and what to do</p> <p>Find alternative possibilities</p> <p>Make links with real life</p>	<p>Identify and sort a range of questions using the Question Quadrant</p> <p>Focus on first and final words and how thinking has changed between the two</p> <p>Ensuring the community is purposeful - pushing for decisions about what to think, and what to do</p> <p>Find alternative possibilities</p> <p>Make links with real life</p> <p>Setting own class 4C focus and reviewing progress with pupil feedback</p>
Year 5	<p>Revisit negotiating ground rules for an enquiry</p> <p>Identify and sort a range of questions using the Question Quadrant</p>	<p>Suggest conclusions or lessons that might be drawn</p>	<p>Suggest conclusions or lessons that might be drawn.</p> <p>Develop appropriate scepticism - examining the truth of what is said,</p>	<p>Suggest conclusions or lessons that might be drawn.</p> <p>Develop appropriate scepticism - examining the truth of what is said: -</p>	<p>Suggest conclusions or lessons that might be drawn.</p> <p>Develop appropriate scepticism - examining the truth of what is said,</p>	<p>Suggest conclusions or lessons that might be drawn.</p> <p>Develop appropriate scepticism - examining the truth of what is said,</p>

St Margaret's C.E. Primary School P4C Skills Map

	<p>Focus on first and final words and how thinking has changed between the two</p> <p>Ensuring the community is purposeful - pushing for decisions about what to think, and what to do</p> <p>Find alternative possibilities</p> <p>Make links with real life</p> <p>Setting own class 4C focus and reviewing progress with pupil feedback</p> <p>Question Quadrant</p> <p>Concept lines</p> <p>Colliding concepts</p>		questioning evidence	challenging assumptions. Children to devise evaluation activity to assess progress (based on the 4Cs) within an enquiry (use for review and reflection in own class)	questioning evidence, challenging assumptions. Children to devise evaluation activity to assess progress (based on the 4Cs) within an enquiry (use for review and reflection in own class)	questioning evidence, challenging assumptions. Children to devise evaluation activity to assess progress (based on the 4Cs) within an enquiry (use for review and reflection in own class) Effective reviewing of the enquiry process - make decisions on how the enquiry could be improved, and plan accordingly (children asked to suggest stimuli and foci).
Year 6	<p>Revisit negotiating ground rules for an enquiry</p> <p>Suggest conclusions or lessons that might be drawn</p> <p>Develop appropriate scepticism - examining the truth of what is said, questioning evidence,</p>	<p>Children observe, monitor and track progress of enquiry</p> <p>Identify which concepts were explored through the enquiry (one child may map concepts, another may map questions raised, another may map participation)</p>	<p>Children monitor and track progress of enquiry</p> <p>Identify which concepts were explored through the enquiry</p> <p>Justify opinions with reason and evidence</p>	<p>Children monitor and track progress of enquiry</p> <p>Identify which concepts were explored through the enquiry</p> <p>Justify opinions with reason and evidence</p>	<p>Children monitor and track progress of enquiry</p> <p>Identify which concepts were explored through the enquiry</p> <p>Justify opinions with reason and evidence</p>	<p>Children monitor and track progress of enquiry</p> <p>Identify which concepts were explored through the enquiry</p> <p>Justify opinions with reason and evidence</p>

St Margaret's C.E. Primary School P4C Skills Map

	<p>challenging assumptions Effective reviewing of the enquiry process - How can it be improved? Question Quadrant Concept lines Colliding concepts</p>			<p>Plan and set own P4C stimuli for enquiry</p>	<p>Children to move towards facilitating own small group enquiry sessions</p>	<p>Children to facilitate enquiries in classes across school</p> <p>Enrichment - Introduce strands of academic philosophy – Logic, ethics, epistemology, political philosophy, aesthetics– are all strands regularly explored in P4C?</p>
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