



## P4C Plan - PSED

Intended skills	Session implementation	Stimulus	P4C stimulus themes	Differentiation			Principles of Philosophical Thinking	Intended Impact
				L C	Z D	V M/Y		
Listen to others Contribute respectfully to the enquiry Show acceptance and tolerance for other people's points of view Show compassion for others in the group Develop an understanding of the need to question Take turns in conversation Develop the confidence to maintain or yield in light of different perspectives Use the 4Cs throughout the P4C process	<p><b>Enquiry:</b> Over the course of a week children will work through the enquiry process, focusing on the question quadrant and the social rules of a P4C enquiry. The initial stimulus will become the focus for a question and this question will be debated respectfully. Children will be supported to understand that there is not always a definitive answer to a question. The thinking and feeling of others will be acknowledged, accepted and celebrated throughout.</p> <p><b>Open session:</b> Children will take part in an open discussion around a stimulus. Practitioner will facilitate skills around listening, sharing and collaborating whilst at the same time provoking contestable thinking.</p>	Object Music Question Keyword Headline Concept Story . . .	The stimulus for exploration must always be: <ul style="list-style-type: none"> <li>• <b>Common</b> (to all children)</li> <li>• <b>Contestable</b> (open to opinion)</li> <li>• <b>Central</b> (a clear focus)</li> </ul>	L C	Z D	V M/Y	<p><b>Caring Thinking</b></p> <p><b>Collaborative Thinking</b></p> <p><b>Critical Thinking</b></p> <p><b>Creative Thinking</b></p>	<p>'Understand gradually how others might be feeling.' (Personal, Social and Emotional Development DM)</p> <p>'Understand 'why' questions' (Communication and Language DM)</p> <p>'Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.' (Communication and Language DM)</p>

