Year 7 P4C CCCS Overview

Below is an overview of the nature and purpose of our P4C curriculum at CCCS.





What is P4C?

Philosophy for Children (P4C) is an approach to teaching and learning that puts philosophical enquiry at the heart of the lesson.

P4C encourages students to think for yourself.

In P4C students will be trained to seek out philosophical questions, ones that involve important ideas about which people can have different views, which will then lead to a class discussion.

P4C develops thinking that is critical, using reasoned moves to build arguments; collaborative, with the sharing and challenging of ideas; creative in the willingness to speculate, take risks and imagine; and caring, because everything is set up to foster consideration and respect for one another. It draws largely on **Socratic questioning**.

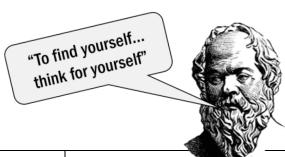
Each P4C lesson, though structured, is a surprise as students will never know what they are going to end up discussing. This makes P4C unique and exciting.



What is Socratic Questioning?

Socratic questioning was named after the Greek philosopher Socrates. It is said to be the foundation of critical thinking as it is disciplined (methodical) questioning that encourages you to...

- Explore complex ideas, to get to the truth of things
- Open up issues and problems
- Uncover assumptions
- Analyse concepts
- Distinguish what we know from what we don't know



Clarifying concepts: • What exactly does this mean? • Can you give me an example?	Probing implications:Are they desirable?What are the consequences of that?	Probing assumptions: •If this is correct, what else could we assume? •What would happen if?
Questioning viewpoints and perspectives: •Who benefits from this claim? •Why is it better than? •Why is it different from?	Probing reasons and evidence:Why is that happening?What evidence is there to support what you are saying?	Questioning the question: •Why do you think I asked this question? •What does that mean?