
SAPERE
P4C

SAPERE P4C

Conceptual Conversations

Investigating the big ideas within, between and beyond secondary curriculum subjects

Grace Lockrobin, MA, FHEA, FRSA, PhD Candidate

Workshop Overview

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Aim

To share some simple strategies for employing philosophical pedagogy in a crowded curriculum

Structure

- Procedural and substantive concepts on the curricula of a range of subjects
- Subject knowledge and the importance of conceptual understanding
- Enquiry, inter-disciplinarity and meaning-making

We introduce educators to P4C* philosophy understood as *an activity* which helps learners to be critical, creative, caring and collaborative thinkers

*P4C is Philosophy for Children, Colleges and Communities

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Our vision

A future where **everyone can engage in philosophical discussion** that matters to them, motivates them to listen and to learn from others, and makes a difference to how they think, feel, speak and act in the world.

Our values

Our educational approach develops critical, creative, caring and collaborative thinking among learners. We also strive to embody the values of **criticality, creativity, collaboration and care** as a community of members.

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Our mission

To establish and support **spaces for philosophical reflection and enquiry**, especially where young people gather and learn.

To **champion the practice of philosophical dialogue** and the positive difference it can make to personal development, lifelong learning, civic discourse and thoughtful action.

To **develop courses, classes, conferences, methods and materials** that advance philosophical thinking among learners and their teachers.

To **facilitate research** that informs best practice and illuminates our philosophical work and its educational impact.

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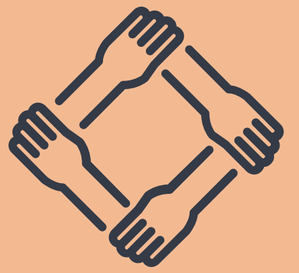
The SAPERE Community

Trainers

Staff

Trustees

Patrons



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P4C is a philosophical approach to learning and teaching

P4C enables students to **think with others** and to **think for themselves.**

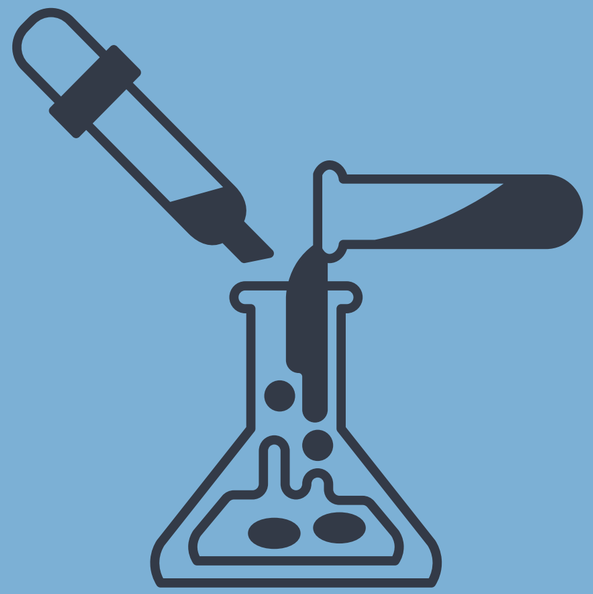
P4C explores the big **ideas and issues** that arise in all areas of **education** and **life experience.**

P4C uses philosophical **dialogue and enquiry** to help learners to think, to speak, to listen, to learn and to live together more effectively.

P4C is an **inclusive and adaptable** pedagogy that meets the needs of learners and enhances the practice of educators in a wide **range of settings** from nursery to adult education.

P4C explores **philosophical content** (in the form of contested questions and concepts) using a **philosophical method** (which involves talking and thinking in a reasonable way).

Science



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Religion

Could scientists be replaced by AI?

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NO

Could scientists be replaced by AI?

YES

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AI has access to vastly more information than human scientists

YES

NO

AI can do vast amounts of computation but there is more to science than that

Science is driven human curiosity which AI lacks

Substantive concepts in science

- evolution
- energy
- organ system
- radioactivity
- particles
- cell
- consent
- combustion
- the water cycle
- heritability
- extinction
- solar system
- geological age
- species
- solution
- machine
- control group
- mechanical advantage
- artificial intelligence
- force
- matter
- mass
- chemical reaction
- climate
- friction
- light
- reproduction

Procedural concepts in science

- knowledge
- evidence
- reliability
- validity
- measurement
- causation
- interpretation
- authority
- expertise
- public interest
- falsification
- hypothesis
- probability
- bias
- assumption
- consensus
- truth
- law
- prediction
- consequence
- variable
- observation
- property
- data point
- certainty
- value for money
- trust

P4C in the English primary curriculum

- **Science:** Is there anything that science can't tell us?
- **English:** Can bad people write good stories?
- **Maths:** Are numbers invented or discovered?
- **Religion and Ethics:** Why pray?
- **Information Technology:** Could computers love?
- **Languages:** Can you think without words?
- **History:** Why care about the past?

P4C in the English primary curriculum

- Music: Do animals make music?
- Geography: Why do we have borders?
- Art: What is art for?
- Citizenship: Are schools rules always right?
- Physical Education: Is sport ever fair?
- PSHE/RSE: Should you try to be friends with everyone?
- Food: Why do we have unhealthy habits?

P4C in the Welsh primary curriculum

- Science & technology: **Is there anything science can't tell us?**
- Languages, literacy & coms: **Can you think without words?**
- Maths & numeracy: **Are numbers invented or discovered?**
- Religion, values & ethics: **Why pray?**
- Humanities: **Why care about the past?**
- Expressive Arts: **What is art for?**
- Rights of the Child: **Are schools rules always right?**
- Health and Well-being: **Is sport ever fair?**
- Relationships & Sexuality Ed: **Can you be friends with everyone?**

P4C in the secondary curriculum

- **Music:** How does music express meaning?
- **RSE:** Can you have a relationship with yourself?
- **Geography:** Whose responsibility is the climate crisis?
- **Art:** Is an NFT really art?
- **PE:** How far should coaches push child athletes?
- **Design:** Can you own an idea?
- **Food:** Should you eat a vegan diet?

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P4C in the secondary curriculum

- English: Can a work of fiction be true?
- Maths: Are some infinite sets bigger than others?
- Religion and Ethics: Is faith a virtue?
- History: Is a just war possible?
- Information Technology: What is intelligent about AI?
- Languages: Could there be a perfect translation?
- Media: Should you trust the news?

P4C in the secondary curriculum

- Chemistry: **Is carbon ‘bad’?**
- Physics: **What is a cause?**
- Biology: **Should we always preserve life?**
- Drama: **Why feel sorry for fictional characters?**
- Textiles: **Can anyone tell you what to wear?**
- Citizenship: **Should teenagers be able to vote?**
- PSHE: **Do you own your body?**

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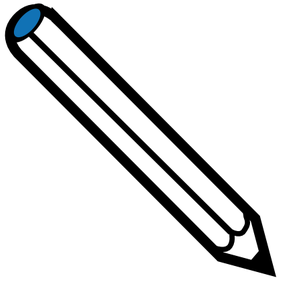
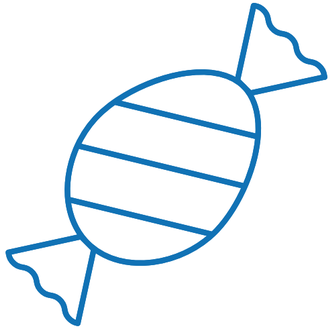
GOOD INVENTION

BAD INVENTION





EXPERT

Experiment

Error

Planet

Table

Animal

Space

Gravity

Cell

Evidence

Number

Chemical

Light

Evaporation

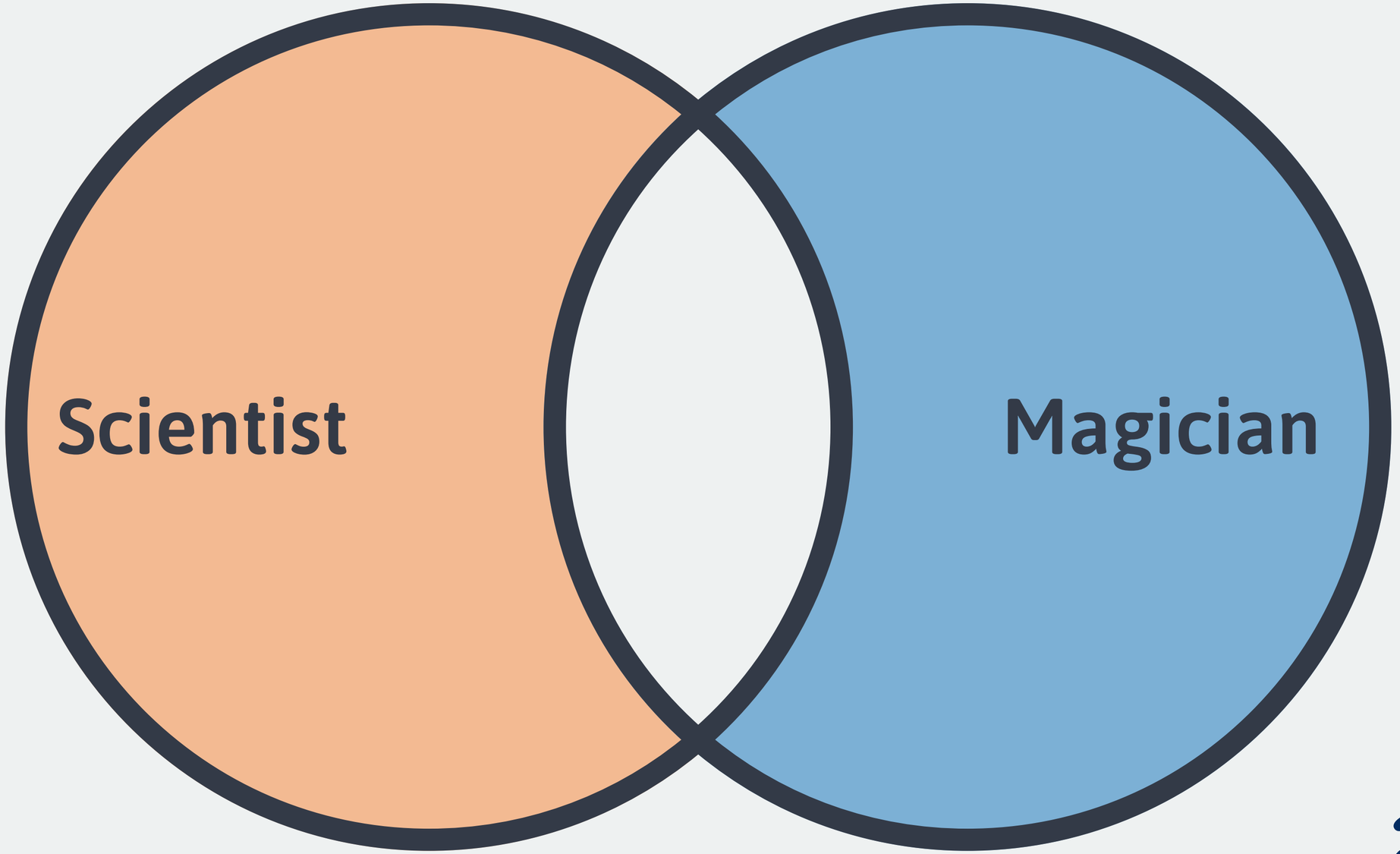
ALIEN

I see

I think

I wonder

Ref: Harvard University (date unknown) Visible Thinking, Project ZerosAvailable online at: https://pz.harvard.edu/projects/visible-thinking



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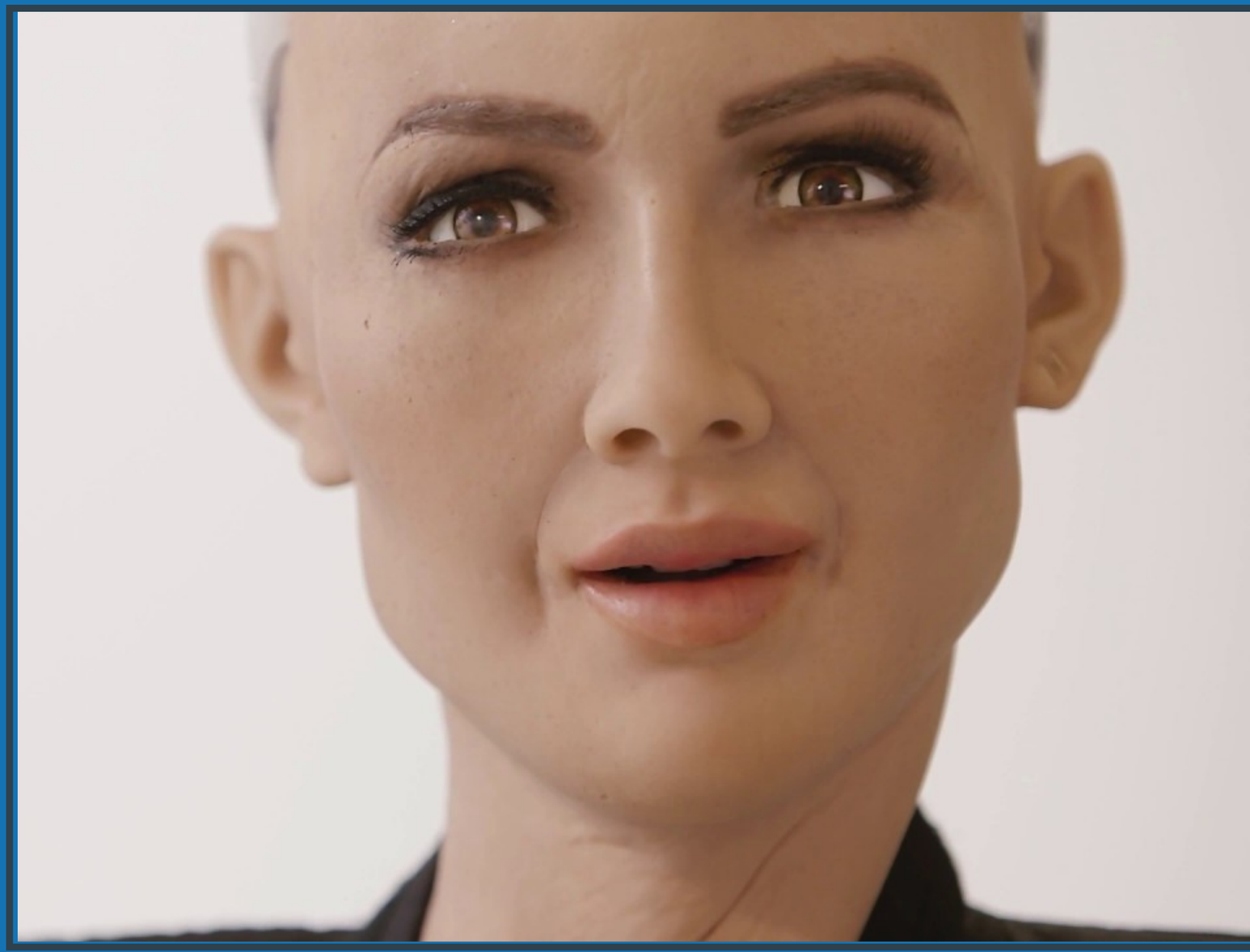
P4C Stimulus

Sophia Awakes
by Hansen Robotics



Ref: Hansen Robotics (2016) Sophia Awakens. URL https://www.youtube.com/watch?v=LguXfHKsa0c

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Horseshoe crab blood the miracle vaccine ingredient
Natural History Museum

Ref https://www.nhm.ac.uk/discover/horseshoe-crab-blood-miracle-vaccine-ingredient.html

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Henrietta Lacks: 'Mother' of modern medicine honoured
BBC

Ref: https://www.bbc.co.uk/news/world-us-canada-58903934

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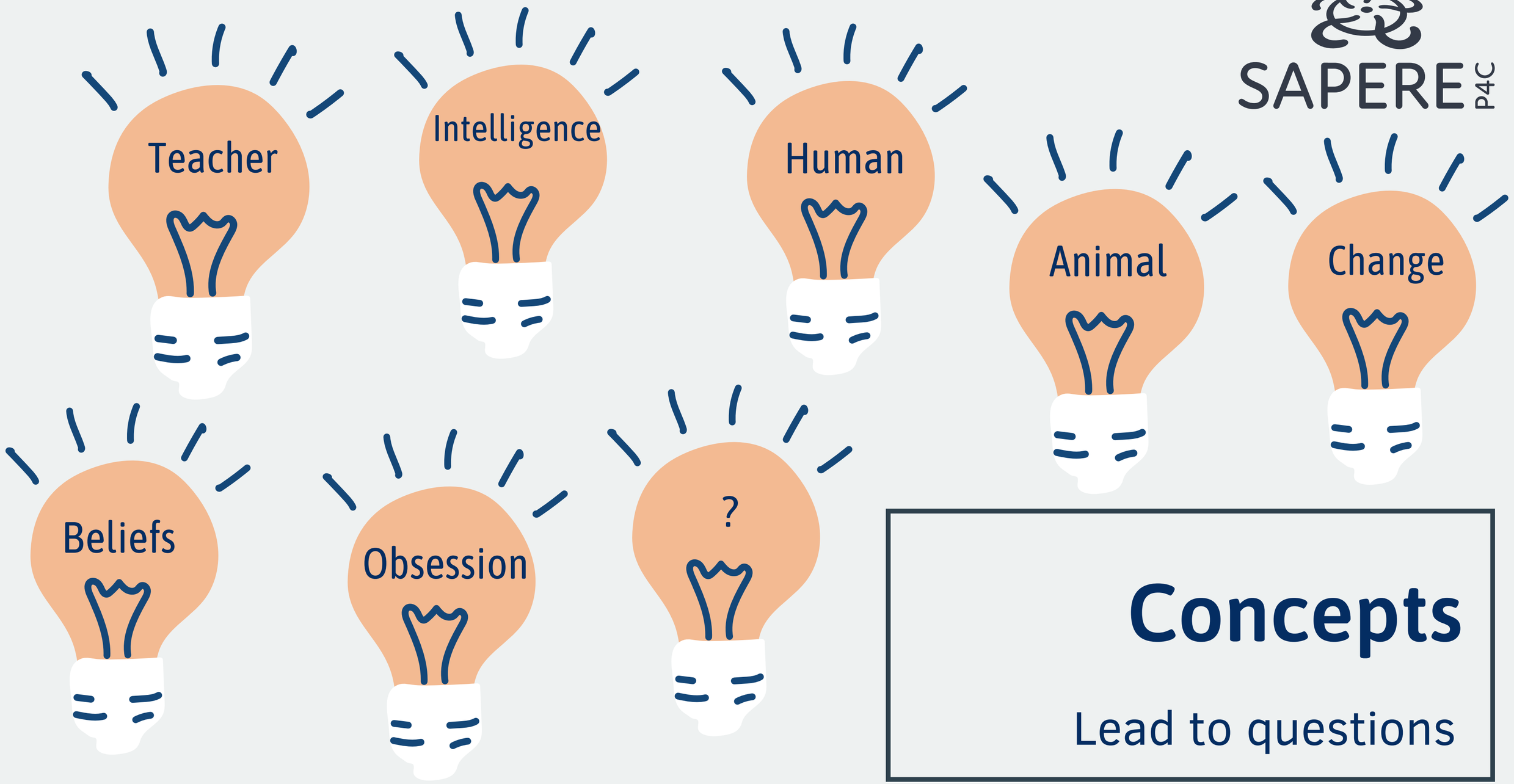
Elizabeth Holmes and the Theranos Case:

Ref: https://news.sky.com/story/elizabeth-holmes-former-chief-executive-of-blood-testing-startup-theranos-found-guilty-of-fraud-12508609

P4C Stimulus

My Octopus Teacher
Directed by James Reed and Pippa Ehrlich

Ref: My Octopus Teacher (2020) [Film Trailer] Dir. James Reed and Pippa Ehrlich. Netflix. Available online at: https://www.youtube.com/watch?v=3s0LTDhqe5A



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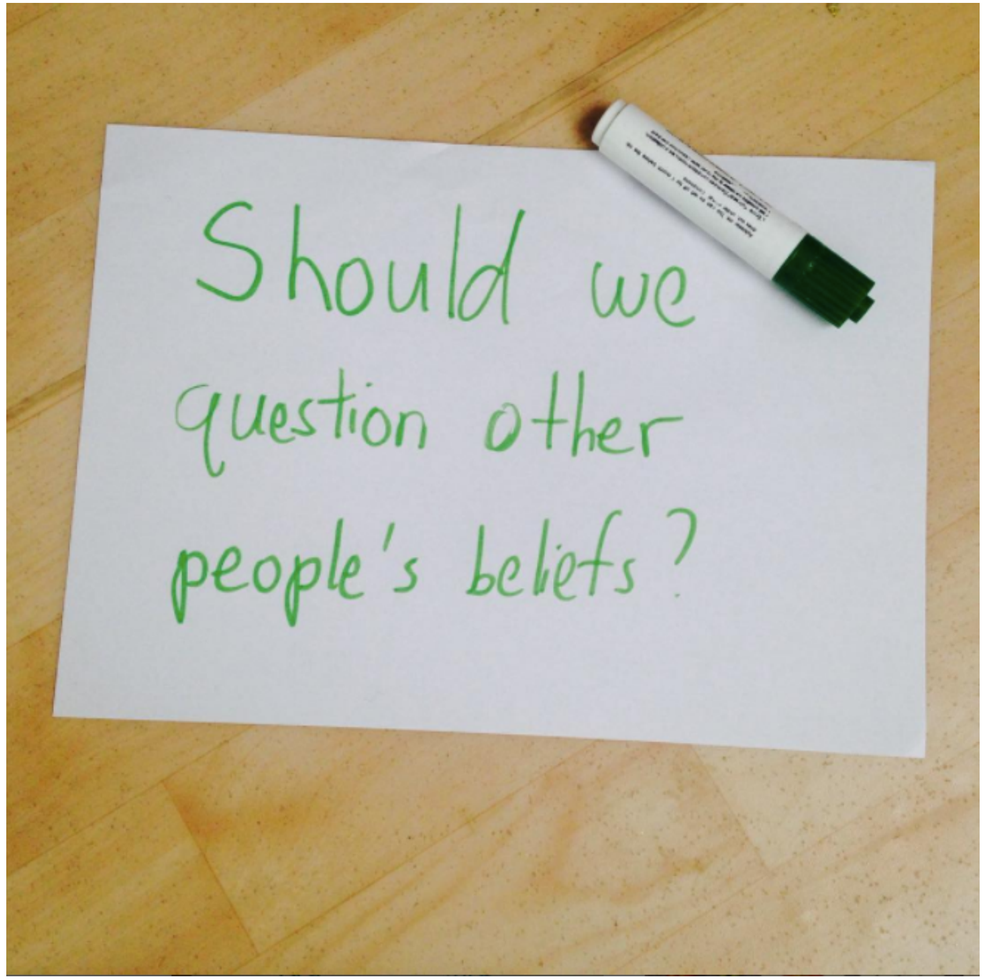
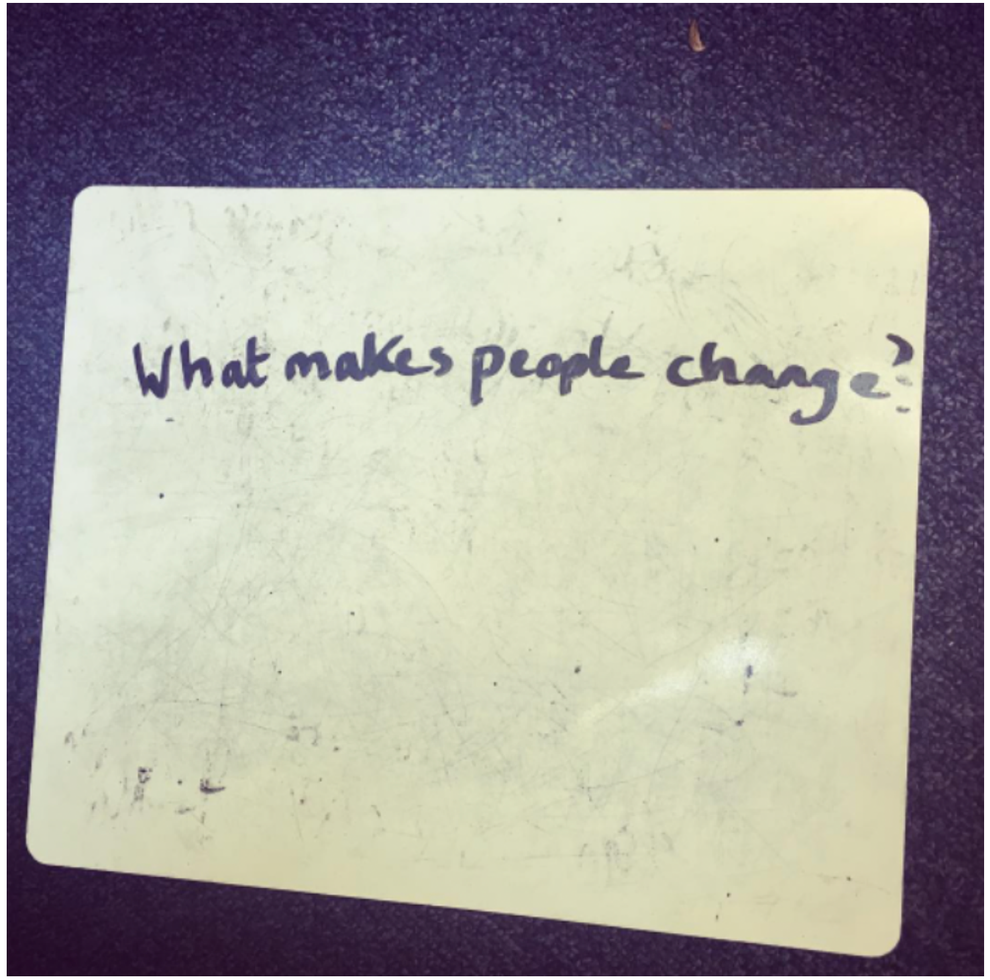
Concepts

Lead to questions


Should we
question other
people's beliefs?


What makes people change?

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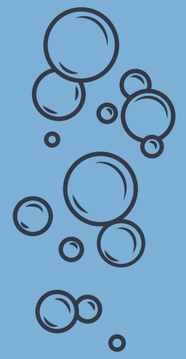
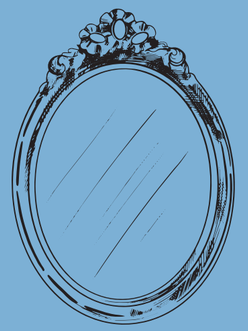
The model visualised





S
Share

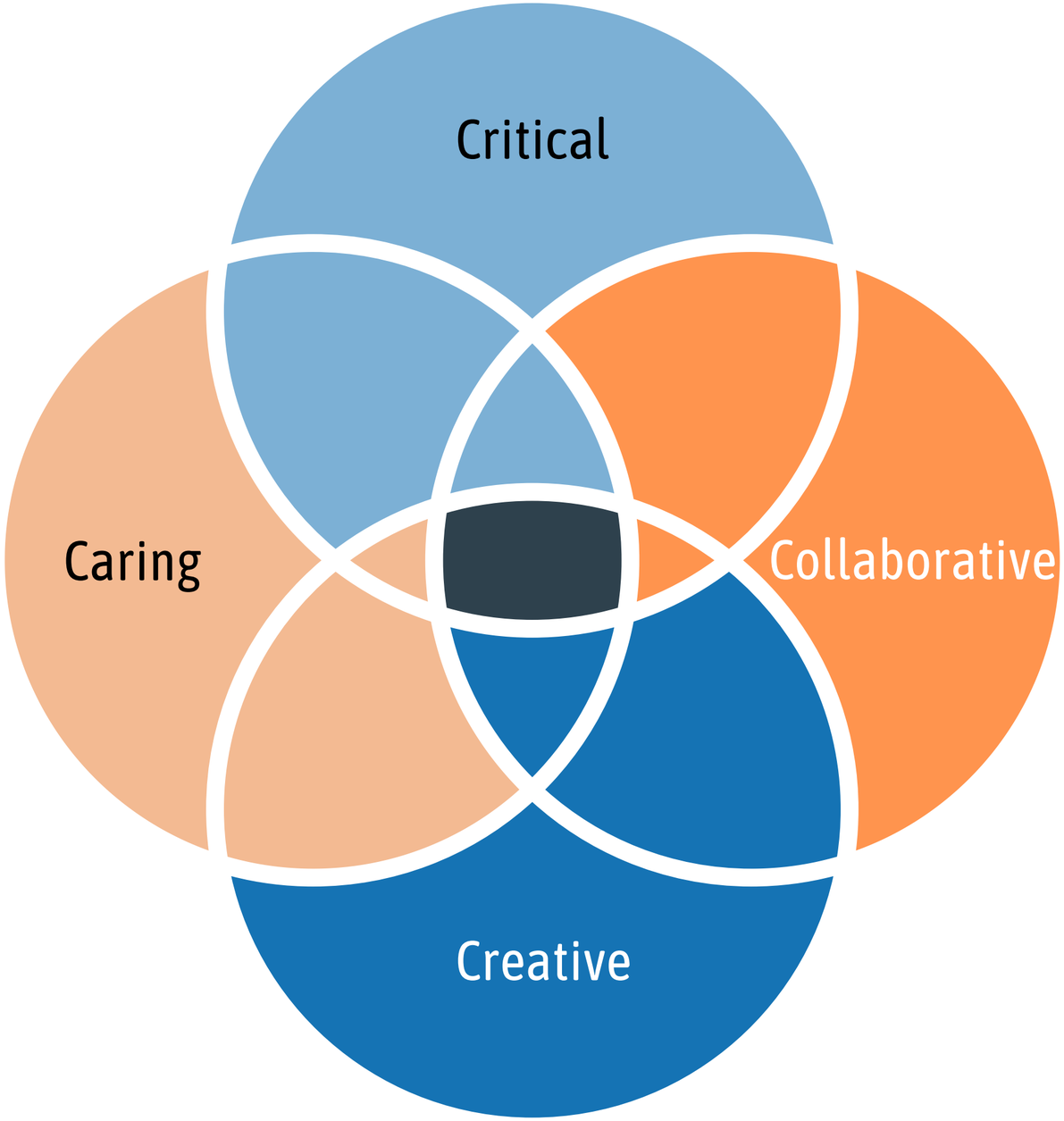
A
Ask

P
Pick

E
Explore

R
Refine

E
Evaluate



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4Cs Method

How we philosophise

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The 4 Cs of SAPERE's Philosophical Method

Critical Thinking

questioning, reasoning, evaluating, weighing evidence, making distinctions, testing ideas, applying criteria

Creative Thinking

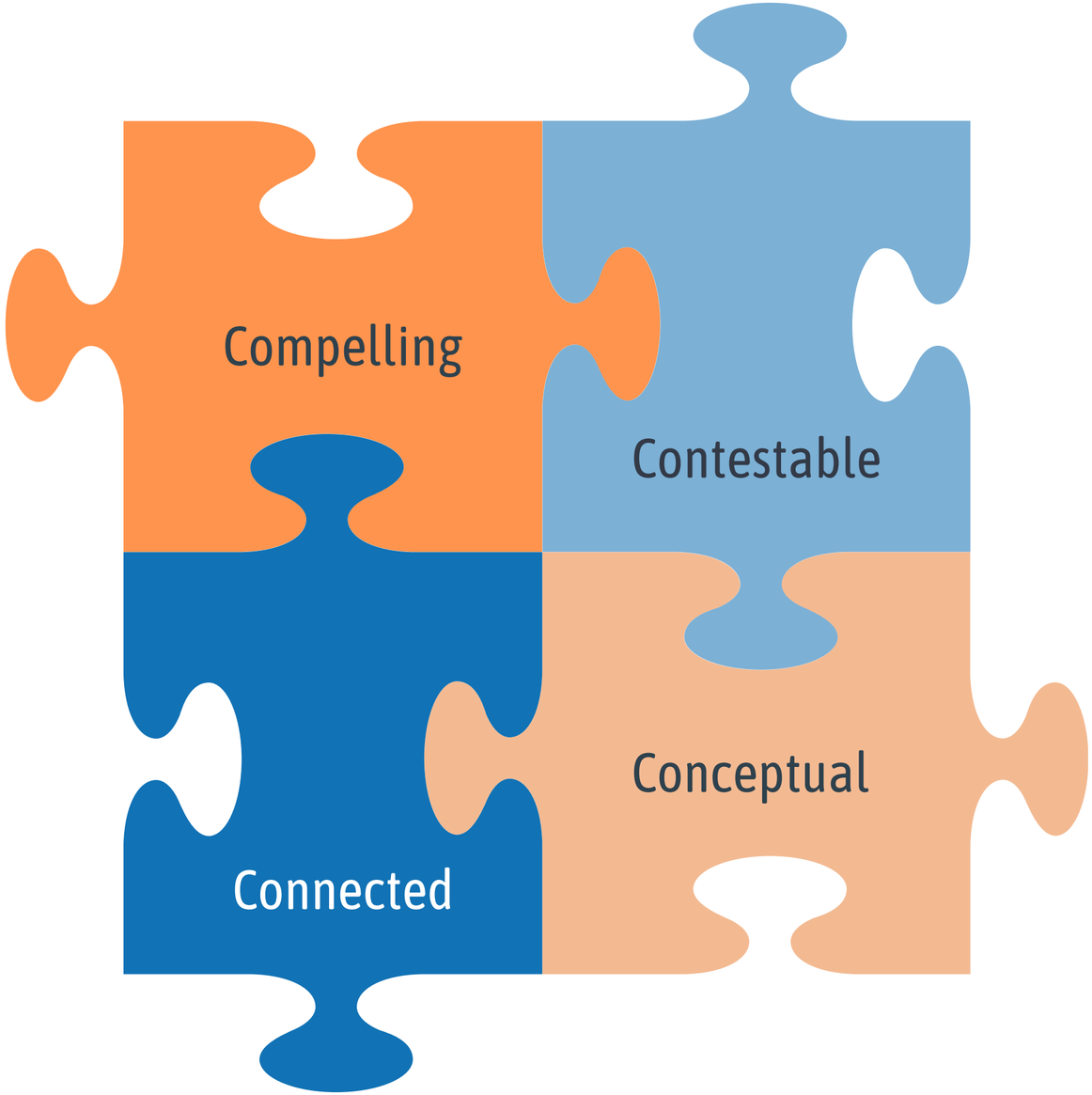
connecting, giving examples, suggesting alternatives, exploring possibilities, considering perspectives

Caring Thinking

listening carefully, appreciating, thanking, showing interest, showing sensitivity, waiting your turn

Collaborative Thinking

responding, supporting, building on others' ideas, inviting, sharing tasks, negotiating, joining in



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4Cs Content

What we philosophise about

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The 4 Cs of SAPERE's Philosophical Content

Conceptual

about rich ideas, what they mean, why they are important and how they are relate to each other

Contestable

about debatable or unresolved issues where people disagree or take a range of views for good reasons

Compelling

about interesting and important topics that spark curiosity and seem worthy of participants' time and effort

Connected

related, relevant to and contextualised within the participants' age, stage, knowledge and experience.

"Children who experienced weekly P4C progressed in reasoning, questioning, listening, communication, understanding, reading and behaviour"

2004 Research

Prof Steven Tricky and Prof Keith Topping

University of Dundee

S. Trickey & K. J. Topping (2004) 'Philosophy for Children': A Systematic review. Research Papers in Education 19, 3, 363-378.

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"FSM eligible children who took part in P4C, made 4 months' additional progress in reading, 3 months' in maths and 2 months'in writing"

2015 Research

Dr Nadia Siddiqui and Prof Stephen Gorard

Durham University

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Gorard, S., Siddiqui, N. & See, B.H. (2017). Can 'Philosophy for Children' improve primary school attainment? Journal of Philosophy of Education 51(1): 5-22.

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96% of teachers felt that P4C helped pupils to respect others' opinions

91% of teachers felt that P4C improved pupils' ability to question and reason

93% of teachers felt that P4C improved pupils' ability to express views clearly.

2021 Research

Pippa Lord, Afrah Dirie, Kelly Kettlewell and Ben Styles

NFER

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Lord. P., Dirie, A., Kettlewell, K., Styles, B., (2021)
'Evaluation of philosophy for children: an effectiveness trial', National Foundation for Educational Research.
URL https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children-effectiveness-trial

Research suggests that P4C has "benefits for self-esteem, self-confidence, active classroom engagement, enjoyment in learning, critical thinking, creativity, commitment, social-communication skills, social-emotional attitudes and motivation to learn"

2021 Research

Dr Nadia Siddiqui and Prof Stephen Gorard

Durham University

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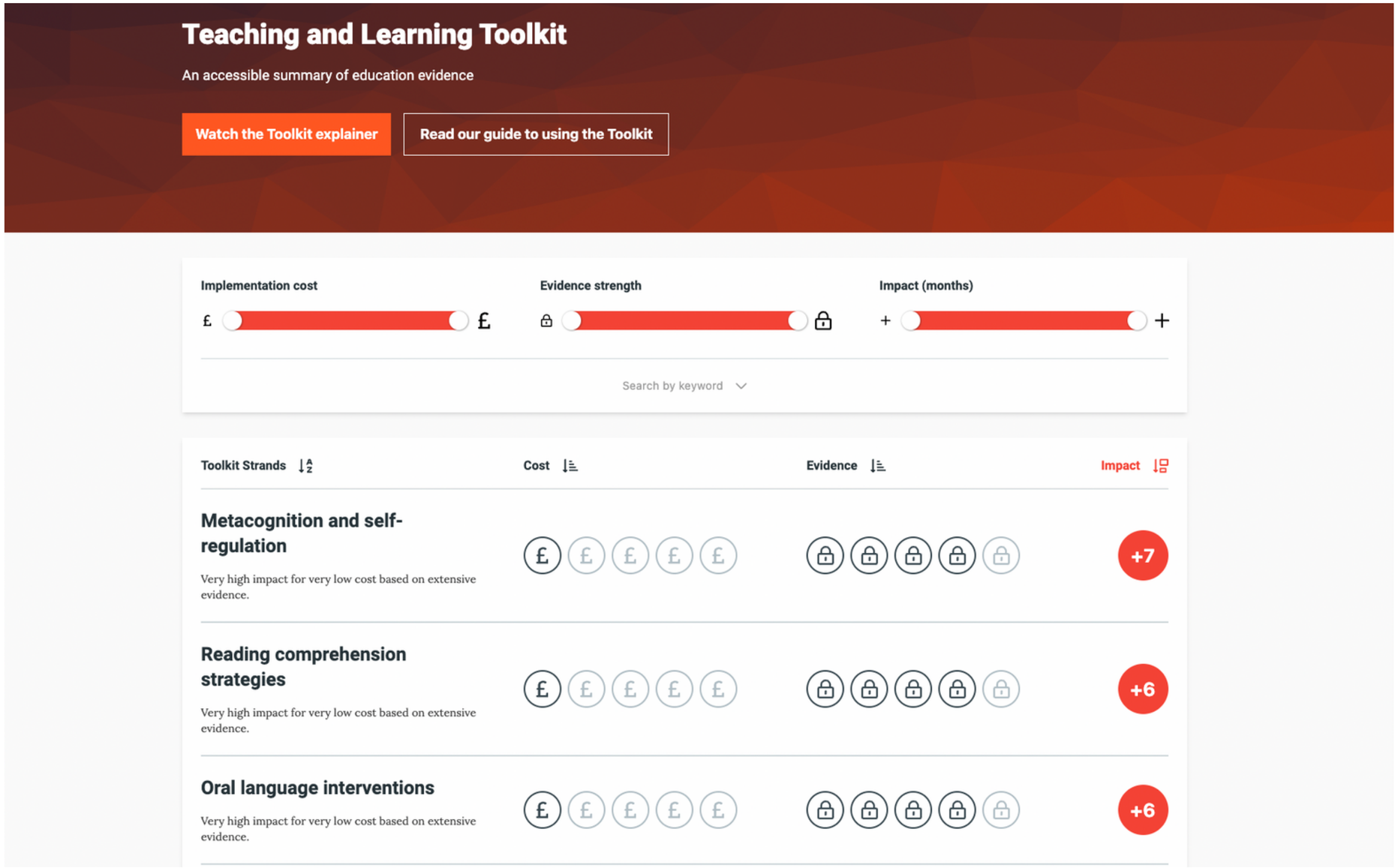
Siddiqui, N. and Gorard, S. and See, B. H. (2022) 'Can We Teach Non-Cognitive Outcomes? A Quasi-experimental Study of Philosophy for Children.', Education Sciences, 12 (5). p. 322.



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P4C and the EEF Toolkit

P4T: Jan's story

"Pedagogically, it changed how I taught, informed why I taught, and improved every aspect of teaching. Elements of P4C leached into every lesson, initially deliberately and latterly instinctively."

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SAPERE Training Pathway

The SAPERE Training Pathway is designed to support educators to **become skilful practitioners** of P4C for the benefit of the children and communities they work with.

There are **three levels of training** in SAPERE P4C.

Delegates pass all modules at each level before they move up.

SAPERE Training Pathway

Achieves a certificate of attendance

This is a map of the core modules at each level.

Key competencies and important concepts are revisited in greater depth at each level.

Those who complete each level of the core course receive a **certificate of attendance.**

The content of each module is captured in pairs of self-review questions.

Our website

www.sapere.org.uk

Our socials

https://www.facebook.com/SAPEREP4C/
https://twitter.com/SAPERE_P4C

Our colleagues

Contact Grace Lockrobin, our Director of P4C gracelockrobin@sapere.org.uk or Emma Leason our Schools Co-Ordinator emmaleason@sapere.org.uk

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