

P4C

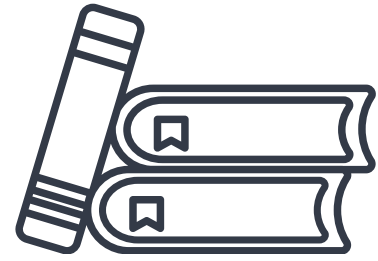
Research

A guide to the evidence that informs our work
and demonstrates our impact

**SAPERERE helps people improve
their learning and their lives
through philosophical enquiry**

We give people the skills to thrive in school and society

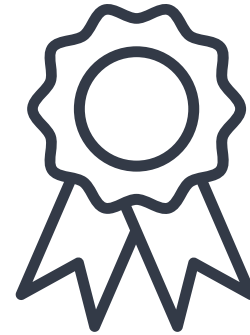
Our Work



Professional
Development



P4C
Experiences



Awards and
Fellowships



Support
Programmes



Strategic
Partnerships



Philosophy
Resources



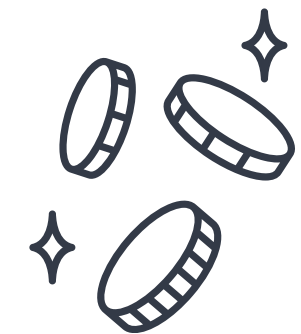
R&D
Projects



Professional
networks



Communications
and Advocacy



Fundraising

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 creates a **Community of Enquiry** whose members employ philosophical **dialogue and enquiry** 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, from SEND schools to business.

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).

What's the impact of P4C?

"Free School Meal 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

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.

EEF research into classroom pedagogies that impact learning particularly for disadvantaged pupils has shown that interventions that develop Metacognition and Self-regulation give pupils 7 months additional progress to disadvantaged children's learning.

2022 meta-analysis of research
The Education Endowment Foundation

Education Endowment Foundation (2022) Teaching and Learning Toolkit. URL:
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

The same research has shown that pedagogies that develop Oral Language (Communication and Language initiatives in EYFS) add 6 months progress and those that develop Collaborative Learning add 5 months progress to disadvantaged children's learning.

2022 meta-analysis of research
The Education Endowment Foundation

Education Endowment Foundation (2022) Teaching and Learning Toolkit. URL:
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

10-12-year-olds having 16 months of P4C showed **significant standardized gains in verbal and also non-verbal and quantitative aspect of reasoning**, consistent across intervention schools and gender. The most significant gains were for pupils who started at a lower pre-test ability – these pupils are usually the **most socially disadvantaged**. The control group did not gain in any aspect

2007 Clackmannanshire Research
Prof Steven Tricky and Prof Keith Topping
University of Dundee

Topping K, J. Tricky, S. (2007) Collaborative philosophical enquiry for school children: Cognitive effects at 10-12 years. *British Journal of Educational Psychology*, 77, 271-288. The British Psychological Society

“The significant pre-post cognitive ability gains in the experimental group in primary school were maintained towards the end of their second year of secondary school ...The control group showed an insignificant but persistent deterioration in scores from pre- to post-test to follow-up.

2007 Clackmannanshire Research - Two Year Follow Up
Prof Steven Tricky and Prof Keith Topping
University of Dundee

Topping K, J. Tricky, S. (2007) Collaborative philosophical inquiry for schoolchildren: Cognitive gains at 2-year follow-up. *British Journal of Educational Psychology*, 77, 787–796. The British Psychological Society

Table 5

Themes and Subthemes of the impact of P4C in classroom.

Research Questions	Themes	Subthemes
What are the impacts of the P4C in the classroom?	1. Higher Order Thinking Skills	<ul style="list-style-type: none"> • Reasoning Skills • Critical Skills • Creative Skills • Analogy
	2. Democracy	<ul style="list-style-type: none"> • Concepts • Questions • Decision Making • Evaluating Skills • Reflective • Free from being labelled
	3. Civilized Students	<ul style="list-style-type: none"> • Mutual respect • Social Justice
	4. Culture of Thinking	
	5. Safe Environment	

A recent systematic literature review (Ab Wahab et al 2022)

Ab Wahab MK, Zulkifli H, Abdul Razak K. Impact of Philosophy for Children and Its Challenges: A Systematic Review. Children (Basel). 2022 Oct 31;9(11):1671.

No-cognitive impact

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

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>

effectiveness-trial

“P4C benefits self-esteem, self-confidence, active classroom engagement, enjoyment in learning, critical thinking, creativity, commitment, social-communication skills, social emotional attitudes and motivation to learn.”

Post-intervention comparisons show that pupils who received the P4C intervention were ahead of their counterparts in the comparison schools, and this was generally more so for those pupils living in relative poverty (FSM-eligible).

2021 Research

Dr Nadia Siddiqui and Prof Stephen Gorard

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.

Impacting educational disadvantage

Because of its impact across cognitive and social domains philosophical enquiry develops seven of the top 10 skills for the future:

Analytical thinking
Creative thinking
Resilience, flexibility and agility
Motivation and self-awareness
Curiosity and lifelong learning
Empathy and active listening
Leadership and social influence

2023 Research
World Economic Forum

World Economic Forum (2023) Future of Jobs Report.
URL: https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf

Impacting social disadvantage

Rigid scripts fail to teach the cultural capital of advantaged children: the ability to give excuses, make exceptions, and think for themselves about the importance and application of scripts and rules.

P4C pedagogy enables learners to explore the boundaries and usefulness of their scripts and rules, thereby developing the cultural capital they will need to succeed beyond school.

Sherling & Swinn, 2023.

2021 Research

Joanne W Golann.

Sherling, H., & Swinn, E. 2023. Philosophers in Schools
Journal of Philosophy in Schools, 11.

Joanne W Golann. (2021) Scripting the moves: culture and control at a no-excuses charter school.
Princeton University Press.

Impacting Special Educational Needs

Hazel Oak is an all-age special school in Solihull for children with moderate learning difficulties. It supports a wide range of learners with diverse communication and emotional challenges, including autism, ADHD, Down's syndrome, attachment disorder, and social, emotional and mental health difficulties

“I think P4C is the way forward. It is very empowering for the children. I have seen a massive improvement in speaking and listening skills and the 4Cs of thinking ensure pupils are equipped with real-life skills.”

Staff at Hazel Oak report that:

Key Stage 4 Teacher.

- students are more focused and able to listen to others' views in a respectful way
- P4C has helped pupils to regulate their emotions
- pupils who have previously struggled to voice their opinions and share their thinking feel more able to contribute
- an atmosphere of calm mutual respect has spread to other areas of the curriculum and around school
- P4C language is heard throughout the school
- the modelling of language used during P4C sessions has helped pupils who need a starter or prompt to process and express themselves in other lessons
- teachers have used P4C to engage students with thinking about social skills strategies, discussing questions like 'What is a friend?' and 'Do we have to be friends with everyone?'. P4C has also formed part of Hazel Oak's restorative justice approach to behaviour management

Impacting Special Educational Needs

Feedback from Y10/11 boys interviewed from **Alt Bridge SEND** school about P4C. The boys repeatedly made links with employability during the focus group evaluating the philosophy.

- We are collaborative, we come up with a big question together. It is not just about the individual's thought power. It helps us to understand others' interpretations. **This is a valuable way of thinking for governments or corporations.** Not just one solid answer, but different interpretations.
- We come up with big thoughts. We are really thinking and being open-minded.
- P4C has been a new way of thinking. **It gets you thinking about the moral and societal implications.**
- P4C is never limited to one answer. It is always open. Even if everyone agrees it still might not be correct. There is always someone somewhere with a different interpretation which you can acknowledge.
- **Thinking critically can help everywhere in life.** You work together to find common ground. P4C gives you confidence.

Impacting Special Educational Needs

Barbara Priestman Academy is a Secondary Special provision in Sunderland for students aged 11 to 19 who have a diagnosis of ASD and/or complex needs.

The school use P4C to raise the level of challenge and to encourage students to become more active, independent learners.

“Watching our students grow into articulate, resilient young men and women who are able to reflect on their learning and the impact being a member of our school community has had on them, never fails to make me proud. Seeing how they are able to recognise the journey they have been on and sharing their accomplishments with governors, parents and visitors, reinforces our belief that the use of P4C has been invaluable for our students and will enable them to use the transferable skills they have developed in the next stage of their lives.”

Our website

www.sapere.org.uk



Our socials

<https://www.facebook.com/SAPEREP4C/>

<https://twitter.com/SAPEREP4C>

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