

Elm Park Primary School Philosophy Policy



'Aspiring to be the best we can be!'

Policy type	School
Statutory compliance with	N/A
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Responsible (author)	Karina McLaughlin Subject Leader
Approved / Accountable	HT
Consulted	All Staff
Informed	All Parents / All Staff / Governing Body

Review Frequency	Every 3 years
Last approved date	15/12/14
Approved by	Victoria Morris

This policy has been impact assessed by Lesley Fuller in order to ensure that it does not have an adverse effect on race, gender or disability equality.

SCHOOL VALUES

At Elm Park Primary School, we believe it's every child's first chance at formal education and they deserve nothing but the best. Through our school we grow good people, people who are inspired and excited to make a difference to their lives and the lives of those around them.

Our vision will be achieved by:

- Providing a happy, vibrant and thriving school.
- Working together to develop a lifelong love of learning as we excel in all that we do.
- Ensuring excellence in teaching and learning and in all aspects of school life.
- Setting high standards through a rich, broad and balanced curriculum.
- Having varied opportunities to experience a wide range of ICT to prepare us for the future.
- Nurturing and supporting individuals, helping every child to exceed his or her potential in all areas of learning.
- Together taking pride in everyone's achievements
- Providing a safe, supportive and challenging environment where children feel confident and secure to take ownership of their learning.
- Equipping children with the skills and positive attitudes to become creative and independent thinkers and become learners for life within an ever-changing world.
- Actively involving parents in their children's learning and supporting the life of the school.
- All having exceptional expectations of achievement and behaviour, of openness, honesty and mutual respect as part of a caring and tolerant global community.

Philosophy for Children Policy

1 Aims and objectives

1.1 Philosophy for children enables children to become independent and responsible members of society. We encourage our pupils to ask interesting questions, value others opinions and moderate their own. In so doing we help develop their sense of self worth. Through philosophy we teach them how society is organised and governed and the values which we, as functioning members of that society should aspire to. We teach them about rights and responsibilities and how to question whether something is right or wrong. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 The aims of philosophy are;

- To know and understand how to question
- To understand what makes for good relationships with others;
 - To have respect for others;
 - To be independent and responsible members of the school community;
 - To be positive and active members of a democratic society;
 - To develop self-confidence and self-esteem, and make informed choices
 - To develop good relationships with other members of the school and the wider community.
- To know that it is necessary for deeper understanding to question established ideas and preconceptions.

2 Time Allocation

Philosophical enquiries are to take place on a weekly basis taking between 15 and 45 minutes depending on the age, stage and development of the children and content.

3 Philosophy curriculum planning teaching and learning style

3.1 We teach philosophy currently through discrete philosophy lessons. .

3.2 We aim to introduce philosophy through other subjects, e.g. when teaching about local environmental issues in geography, we will offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study philosophy and PSHE we teach a large amount of PSHE through our philosophical enquiry sessions.

3.3 We are aiming to use philosophy to inform a range of teaching and learning styles. We place an emphasis on active learning by including the children in philosophical enquiries which will lend itself to discussions, investigations and problem-solving activities throughout the curriculum. We organise our philosophy sessions so pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

4 Foundation Stage

We teach philosophy in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in philosophy PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

5 Assessment and recording

- 5.1 Teachers assess the children's work in philosophy by making informal judgements as they observe them during lessons. We are developing a pathway of clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- 5.2 At the end of Key stage 1 the children should be able to identify and name some feelings and express some of their positive qualities. They should demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (e.g. talking about fairness). They can set themselves simple goals (e.g. sharing toys). Children should recognise that bullying is wrong and list some ways to get help in dealing with it. They should recognise the effect of their behaviour on other people, and be able to cooperate with others (e.g. playing and working with friends or peers). They should be able to identify and respect differences and similarities between people, and explain different ways that family and friends should care for one another (e.g. telling a friend that they like them, showing concern for a family member who is unwell).
- 5.3 At the end of Key stage 2 the children should be able to demonstrate that they recognise their own worth and that of others (e.g. by making positive comments about themselves and classmates). They should express their views confidently and listen to and show respect for the views of others. They should identify positive ways to face new challenges (e.g. the transition to secondary school). The children should be able to explain how their actions have consequences for themselves and others. They should be able to describe the nature and consequences of bullying, and express ways of responding to it. They should be able to identify different types of relationships (e.g. marriage or friendships). And show ways to maintain good relationships (e.g. listening, supporting, caring). They should be able to respond to, or challenge, negative behaviours such as stereotyping and aggression. They should be able to describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves. They should develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- 5.4 Teachers record the achievements of pupils in philosophy in their desk diaries. We report these achievements to parents each year.
- 5.5 We do not set formal examinations in philosophy. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

6 Resources

We keep resources for philosophy in a central store in a box for each key stage. We have additional resources in the staffroom. Our philosophy co-ordinator holds a selection of reference materials for teaching sensitive issues.

7 Inclusion

We teach philosophy to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. All children are given the opportunity to contribute to philosophical enquiries and develop their thinking and collaborative skills

8 Monitoring and review

The philosophy co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of philosophy, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject co-ordinator is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Appendix I
Roles and responsibilities:

The Head teacher will ensure that:

- Time is allocated for the teaching of philosophy across the school
- A budget is made available for the resourcing of philosophy
- That all new staff receives training in the delivery of philosophy.

Subject Leaders will:

- Ensure that staff are familiar with, and confident in the delivery of philosophical enquiry.
- Will monitor that the skills being taught across each year group are appropriate and sufficiently challenging.
- Will ensure that where a budget is available it is spent on relevant resources.
- Will ensure that an action plan is in place and up to date.
- Will monitor work through lesson observations, displays and feedback and planning forms.
- Will ensure that staff are trained and developed through teaching, lesson feedback and staff insets.
- Will feedback to the head/assistant head on the coverage, effectiveness and progress of the subject.
- Will have the most up to date training.

Class Teachers will:

- Ensure that all skills are being taught within the teaching of the subject.
- The children engage in the enquiries and develop their thinking and questioning skills.
- That they have the most up to date knowledge of the subject or seek advice to find the relevant information
- Ensure that the skills are taught in a range of ways ensuring that there is progression.
- Facilitate tasks to suit the individual learners ensuring that the challenge is appropriate for the level of the child.
- Keep a list of philosophical questions asked in class to create a 'bank' of enquiries conducted by pupils at the school