Philosophy

knowing *creating*

Philosophy & Philosophers		Proposing Questions & Thought Experiments
Philosophy	*idea, theory, challenge, true, believe, discuss*	
Discussion & Inquiry	Examining Ideas	Reflecting & Appraising

using *analysing* *evaluating*

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R•E•A•L Opportunities (How we will enquire)

1 Organisation of Learning

The main learning opportunity for philosophical inquiry is P4C. This will take place weekly in all classrooms and take the form of discussion centred around questions based on a stimulus. Learning will be organised as a balance of themed learning and open opportunities. These are options which will allow questioning, thought and inquiry to be themed and stay fresh.

1) **Ethics:** Inquiry into morals: good and evil, goodness and badness, rightness and wrongness, moral and legal judgements. Qu. *Is there such a thing as a "good" lie?*
2) **Aesthetics:** Inquiry into Art - ideas about beauty, ugliness, artistic merit and meaning? Qu. *Can animals make Art?*
3) **Axiology** – The study of value and worth; what makes things significant. Qu. *Why is gold more costly than iron? Is a king "better" than a prime minister?*
4) **Epistemology** – Inquiry into knowledge and what can be known. Qu. *Can you say "I* know *God exists"? Can you say "I* know *God doesn't exist?" "How do you know the world is round?"*
5) **Logic** – Inquiry into the sense or possibility of ideas – proving statements and theories, constructing complex arguments and investigating paradoxes, oxymorons and impossibilities. Qu. *If I went back in time and killed my own grandfather, would I still exist?*
6) **Metaphysics** – The study of *reality*; inquiries into the things we can see (are they real, can we believe our senses) and into things we can't see. Qu. *What it Time? Can you measure Love?*

Examples of the strands are given below.

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1 Ethics (study of morality)	2 Aesthetics (study of Art)	3 Axiology (study of value)
Might involve Ideas and questions about: Right & wrong - Guilt & virtue - Pride & Humility - Lies & Truth - Atonement & Recompense – Justice & Injustice – Culpability & Intention – Crime & Punishment Definitions of “good”, “bad”, “evil”, “virtue”, “saint”, “sin/ner” *Morality* (personal rules) versus *Ethics* (a group’s implied rules) versus *Law* (Society’s Compulsory Rules) “Is it ever right to break the law?” “Can something be’ wrong’ and still be ‘legal’?” “What is the difference between a sin and a crime?” “Is killing ever justified?” “Should anyone be forced to do anything?”	**Might involve Ideas and questions about:** Beauty & Ugliness – Beauty & Goodness - Art & Craft – Intention and Accident – design and nature – feelings and responses (spiritual, emotional, memory etc.) to art. “Are pretty people nicer people?” “Why do some paintings cost millions?” “Can you tell children’s scribble from abstract art just by looking?” “Why does art matter?” “Can only artists make art?” “If it happens by accident, is it art? “Can animals make art?” “Do artists invent or reveal”	**Might involve Ideas and questions about:** Artistic value verses monetary value The concept of price / discount / change in value. The idea and concept of money. The problem of fame. Is a rock star more important than me? Definitions of “cost”, “price”, “value”, “worth”, “” worthless”, “significant”, “important”, “rich”, “poor”, “money”. If most money is just numbers on a computer is the world rich or poor? Why can’t I buy sweets with foreign money? Why is a 2p *bigger* than a £1 coin if it’s worth less?
4 Epistemology (study of knowledge)	**5 Logic (study of cause and effect)**	**6 Metaphysics (study of reality)**
Might involve Ideas and questions about: “I know” versus “I believe” - True and false statements – proof - evidence & opinion – perception and assumption – reliability of the senses – science, fact, proof etc. “How do you know you exist?” “Can you prove something you think you know?” “Is there anything we know for certain?” “Do I perceive colour/time/heat/pain etc. the same as you? How do you know?” “Is Science Just Faith with A-levels?” “Am I the only human in a world of robots?”	**Might involve Ideas and questions about:** Arguments – theories – sense & nonsense – possibility – probability – oxymorons – paradoxes – computers – mathematics Using *if…then* statements to prove a point. Using *syllogisms* to establish facts. Using cause and effect in an argument. Following ideas to their *logical conclusion.* Using words like “it stands to reason”, “logically”, “if your idea is correct then…” “How could the universe just come out of nothing?” “If I tell only lies is this sentence a lie?”	**Might involve Ideas and questions about:** Existence - Reality – Time - Space – The Universe – Origins – Afterlife – Pre-life – religion – God – concrete objects – abstract concepts. “How can space be infinite?” “If the Universe is expanding then is today’s ‘infinite’ bigger than yesterday’s ‘infinite’?” How did the existence begin? What is life? Are objects real? Are other people real? What happens when you die? “Will I die? I haven’t so far!” “Do I have a soul? Where did it come from?”

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Cross-Curricular Learning				
	ART & DESIGN: The cross over in art and design will involve talking about valuable and famous paintings (Axiology) and the beauty and significance of artworks (Aesthetics) is obvious, questions about what paintings "mean", how we can know this, whether the artist knew and if it matters (Epistemology). Questions may arise about what art actually is, if it is always intentional and if it is a purely human concept. Animals can design, but can animals make art?	**COMPUTING:** Coding, programming and philosophical logic are made for each other. Computer code will not work unless it is scrupulously logical, so draw on the children's experience of logical flaws in coding and sense/nonsense instructions in programs to help them comb and refine their philosophical arguments. Ideas about simulations, abstraction, robotics and artificial intelligence may be explored in depth to really unlock the computing curriculum.	**DANCE:** Aesthetics will help children analyse *if* their choreography and performances are beautiful / artistic / meaningful, and to ask *why* they are… What do these concepts even mean anyway? When evaluating dance, it will help to keep Axiology on mind – what do we mean when we evaluate a dance? What are we praising? On whose say-so? Why is ballet prized higher than the hokey-cokey? Can we find a reason?	**DESIGN & TECHNOLOGY:** D&T's preoccupation with utility, product and markets a great way for children to consider ideas about money, value and worth (elements of axiology, but also of political philosophies such as Marxism, Utilitarianism and Capitalism.) A deep topic to consider is the borderlines between art, craft and manufacture, how clear can we be about these ideas in general and with our D&T products in specific?
	ENGLISH: Philosophy requires crystal clear language and definitions. It's a great place to build vocabulary and thrash-out meaning: "What do you mean, 'not fair'? Define 'fair'" An opportunity for extended complex talk it will underpin the Spoken Language curriculum and build the kind of analytical thinking that will contribute to deep reading. Complex thought ought to lead to sophisticated writing and Philosophy lessons may lead into powerful persuasive arguments, balanced discussions or summaries.	**GEOGRAPHY:** In argument and debate philosophy will give strength and structure to children's lines of geographical inquiry. Where unanswerable or abstract questions come up they should be logged for further discussion in philosophy sessions: "But if no-one has ever *seen* a tectonic plate … how do we know it's there?" (Epistemology)	**HISTORY:** One of philosophy's requirements is humility of outlook, separating the mind and heart, seeing through different eyes. In history we are trying to develop empathy, to "think like a Victorian". This growing fluidity of perspective should facilitate empathy. In addition, *Logic* in philosophy will strengthen and facilitate a growing concept of cause, chronology and change. Log abstract and difficult history questions and save them for dedicated philosophy sessions.	**LANGUAGES:** The greater fluency and articulacy rehearsed in philosophy will impact on progress in languages as will the habit of changing perspective and imagining oneself with a different life/perspective/views.
	MATHEMATICS: When discussing mistake making and problem solving draw on ideas of logic from philosophy, (where did I go wrong? what is the weak link in my reasoning?) Maths can be in philosophy sessions in an epistemology setting "How do we know 2+2=4, could it ever be 5?" or Metaphysics: "How many numbers are there in maths?" "What is infinity?" "What is the smallest number there is?" "Is zero a number?"etc.	**MUSIC:** Music is ripe with philosophical possibilities, from the "meaning" of pieces to their aesthetic "worth", from the origins of music (is it natural or man-made) to concepts of where noise ends and music begins. Is John Cage's *4 mins 33 secs* "music"? Whatever the answer, can you justify it philosophically? Is some music just empirically better than others, and what is your evidence for this? Is birdsong "music" or merely "musical"?	**PHYSICAL EDUCATION:** Consider inquiries into fandom, "favourite" teams and the "value" of players, sports stars and Olympic celebrities. We are told to take winning and losing "philosophically" An a series of discussions on the ethics of winning, losing, collaboration and sporting behaviour would be powerful in funding the SMSC aspects of sport and games.	**SCIENCE:** Questions about the accuracy of results will arise, knowability, provability and taking as read facts which we have not proved. There should be many opportunities to discuss scientific ethics (the agreed morals of scientists) as to fair results, fair tests, harm to the environment and harm to animals/humans, drug testing, what if discoveries are dangerous, invention of dynamite/atom bomb etc.

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Entitlements	
	Philosophy will be weekly, either as a p4c session or as a deliberately planned, philosophical discussion in another subject. Classrooms will provide an “Inquiry Zone” to log questions and areas of interest. These may form the basis of lessons in other subjects or may be starters for inquiries and p4c sessions. If children ask questions which are abstruse, too big for the time-slot or which may divert learning away on an unhelpful tangent, these can be recorded on sticky-notes and placed on the board for proper attention at a later date. Likewise, if during a philosophy session many questions arise and the inquiry splinters, log these questions and deal with them in good time.

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R•E•A•L Objectives (What we will learn in philosophy)

There are four main learning objectives in the philosophy curriculum, outlined below.

Children should learn:

to articulate	to enquire	to listen	to imagine
using	analysing	evaluating	creating
Children describe ideas, perspectives, theories and arguments verbally. They explain their thinking and reason aloud.	Children develop lines of inquiry and through questioning, seek clarification and challenge themselves and each other.	Children develop the body-language and sensitive, intelligent responses of active listeners, giving evaluative responses.	Children explore perspectives, viewpoints and possibilities using their imagination, including designing thought experiments.

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R•E•A•L Outcomes (What will learning look like?)

The Depth & Breadth Assessment Model: Points System

Phase 1						Phase 2						Phase 3					
Year 1			Year 1			Year 3			Year 4			Year 5			Year 6		
Surface Learning		Enhanced Learning		Deep Learning		Surface Learning		Enhanced Learning		Deep Learning		Surface Learning		Enhanced Learning		Deep Learning	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		3^+			6^+			9^+			12^+			15^+			18^+

We are assessing not just the amount that children learn, but the **depth** and **breadth** of their learning. We monitor how well a child understands a concept and how useful that learning becomes. Progress in the D&B model widen from shallow, surface-level learning, to an enhanced understanding then beyond, into deep, thoughtful ownership. Extremely deep and rich learning within a year group is recorded as *n*+ signifying mastery of the subject.

We chart children's understanding on this continuum, giving them a numerical score, based on averages. This is their attainment. The difference in *attainment* from one assessment to the next is their *progress.* The combination of both in a broad picture is their *achievement.*

with support and modelling	with modelling	Independently	mastery (*n*+)
Children attempt and complete learning after concepts and skills are clearly demonstrated. They make mistakes, are assisted and use consistent and continuing feedback to improve during the process.	Children attempt and complete learning after concepts and skills are clearly demonstrated. They work collaboratively or unaided, needing formative feedback, demonstrating maturing skills and concepts.	Children attempt and complete work confidently and independently, in collaboration or alone. They are largely unaided with minimum scaffolding and are demonstrating embedded skills and concepts.	Children's knowledge and understanding of the subject is so deep and thorough that they have required personalised extension and enrichment from the class teacher. Their work shows unusual insight, broad applications and great creativity.

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PHILOSOPHY PHASE 1

Depth of Learning

Stage of Teaching

Breadth of Learning

				to articulate using	to enquire analysing	to listen evaluating	to imagine creating
1	Surface Learning	Aut	Year 1	**To articulate:** With support and modelling, I can sometimes choose to give opinions or feelings during a discussion.	**To enquire:** With support and modelling, I can sometimes attempt to respond to questions with one word answers or very simple statements. ["No" or "I don't like rain"]	**To listen:** With support and modelling I can listen to the discussion for some of the session, showing some basic listening body language. **To listen:** With support and modelling, I sometimes choose to respond when asked a question.	**To imagine:** With support and modelling I sometimes show understanding of the questions by describing my ideas or mental pictures. ["I think angels might be all gold"]
2	Surface Learning	Spr	Year 1	**To articulate:** With modelling I can sometimes choose to give opinions or feelings during a discussion.	**To enquire:** With support and modelling, I can begin to pursue a simple inquiry by asking or answering questions with descriptive statements. ["I think that sounds bad!"; "Why is the man alone?"]	**To listen:** With modelling I can listen to the discussion for most of the session, showing some basic listening body language. **To listen:** With modelling, I sometimes choose to respond when asked a question.	**To imagine:** With modelling I sometimes show understanding of the questions by describing my ideas or mental pictures.
3	Enhanced Learning	Sum	Year 1	**To articulate:** I can contribute to most philosophical discussions, however briefly, with my own ideas.	**To enquire:** I can pursue a simple inquiry by asking questions relevant to the stimulus or discussion during the session. ["Who lives in the empty house then?"]	**To listen:** I can listen to the discussion for most of the session, showing basic listening body language, (*e.g. frequent eye contact, body language and minimum obvious fidgeting*). **To listen:** I often choose to verbally respond when asked a question.	**To imagine:** I sometimes show understanding of the questions by volunteering or describing my ideas or mental pictures in limited detail.
4	Enhanced Learning	Aut	Year 2	**To articulate:** With support and modelling, I occasionally express an opinion in response to others' opinions.	**To enquire:** With support and modelling I explore my own curiosity by generating simple questions in response to a provided stimulus. **To enquire:** With support and modelling I can question others when prompted.	**To listen:** With support and modelling I can listen attentively to the discussion showing basic listening body language, (*e.g. frequent eye contact, body language and minimum obvious fidgeting*). **To listen:** With support and modelling, my responses occasionally show simple or broad details from the contributions of others.	**To imagine:** With support and modelling I can provide simple personal responses to imaginary situations using the starters 'imagine if I...', 'imagine if you...' ["Imagine if you had to have all your food as a pill?" "Ooh. Wow" "Do you think that would be a good thing or a bad thing? "Er – good. "Just picture it for a minute... why would it be good?" "Erm Actually, I'm thinking about Christmas dinner now. I don't want a Christmas pudding tablet!"]
5	Deep Learning	Spr	Year 2	**To articulate:** With modelling I choose to give opinions or express feelings during a discussion.	**To enquire:** With modelling I explore my own curiosity by generating simple questions in response to a provided stimulus and occasionally through my own independent and collaborative learning. **To enquire:** With modelling I can question others when curious, sometimes coming up with my own questions.	**To listen:** With modelling I can listen attentively to the discussion showing basic listening body language, (*e.g. frequent eye contact, body language and minimum obvious fidgeting*). **To listen:** With modelling, my responses sometimes refer to the contributions of others.	**To imagine:** With modelling I can suggest my own simple possibilities or imaginary situations using the starters 'imagine if I...', 'imagine if you...'
6	Deep Learning	Sum	Year 2	**To articulate:** I can contribute to *each* philosophical discussion, however briefly, with my own opinions, feelings or ideas at however simple a level.	**To enquire:** I explore my own curiosity by generating simple questions in response to a provided stimulus and occasionally through my own independent and collaborative learning. **To enquire:** I can begin to challenge others opinions with occasional, simple independent questions.	**To listen:** I listen attentively to the discussion showing basic listening body language, (*e.g. frequent eye contact, body language and minimum obvious fidgeting*). **To listen:** On occasions I independently make refer to the contributions of others.	**To imagine:** I independently suggest simple possibilities or imaginary situations using the starters 'imagine if I...', 'imagine if you...' ["Imagine if the sun never came out again..."]

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PHILOSOPHY PHASE 2

Depth of Learning ↓

Breadth of Learning →

Depth of Learning		Stage of Teaching		to articulate using	to enquire analysing	to listen evaluating	to imagine creating
7	Surface Learning	Aut	Year 3	**To articulate:** With support and modelling I am sometimes able to articulate changes in my views and opinion during a philosophy session. ["I started off thinking the picture was funny but the more we talked the sadder it got."] *P&S Healthy Body, Healthy Mind* **To articulate:** With support and modelling I explore logical statements using *if…then* as a structure. ["If humans are animals then we can eat humans because we can eat animals, if you see what I mean!"]	**To enquire:** With support and modelling I reliably come up at least one relevant question in response to stimuli or learning. **To enquire:** With support and modelling I can often ask questions to challenge the contributions of others.	**To listen:** With support and modelling there are times when I change my mind after listening to the views of others. **To listen:** With support and modelling I can refer back to my own contributions and the contributions of others. ["I think like I said before, you can't have happy without sad, so I don't agree with you Joe"]	**To imagine:** With support and modelling I begin to explore thought experiments sometimes using *what if…imagine if… and suppose.* **To imagine:** With support and modelling I can begin to see matters from another person's point of view. ["I think the dancing bear is thinking 'I miss my mum'."]
8	Surface Learning	Spr	Year 3	**To articulate:** With modelling I am sometimes able to articulate changes in my views and opinion during a philosophy session. ["I don't think it is ghosts any more. I think it's just mist now."] *P&S Healthy Body, Healthy Mind* **To articulate:** With modelling I explore logical statements using *if…then* as a structure. ["If you get born again in another world, do you then have a new mum and dad?"]	**To enquire:** With modelling I reliably come up with relevant questions in response to stimuli or learning. **To enquire:** With modelling I can often ask new questions to *clarify* or challenge the contributions of others.	**To listen:** With modelling there are times when I change my mind after listening to the views of others. **To listen:** With modelling I can refer back to my own contributions and the contributions of others.	**To imagine:** With modelling I begin to explore thought experiments sometimes using *what if…imagine if… and suppose.* [Teacher: "Suppose when you die you come back as an animal." Child: "Suppose when animals die they come back as a human!"] **To imagine:** With modelling I can begin to see matters from another person's point of view. ["I think the dancing bear is thinking 'I miss my mum'."]
9	Enhanced Learning	Sum	Year 3	**To articulate:** I am able to articulate changes in my views and opinion during a philosophy session. ["I started off thinking the picture was funny but the more we talked the sadder it got."] *P&S Healthy Body, Healthy Mind* **To articulate:** I independently explore logical ideas statements using *if…then* as a structure. ["If humans are animals then we can eat humans because we can eat animals, if you see what I mean!"]	**To enquire:** During the course of enquiry I independently ask questions to clarify or challenge the contributions of others. **To enquire:** I reliably come up with relevant questions in response to stimuli or learning.	**To listen:** I independently listen to and consider the arguments and views of others, sometimes altering my own opinion as a result. *P&S Myself & Others* **To listen:** I independently sometimes refer back to my own contributions and the contributions of others.	**To imagine:** I have begun to explore thought experiments independently, sometimes using *what if…imagine if… and suppose.* ["What if there *were* no clocks *at all*?"] **To imagine:** I can begin independently to see matters from another person or character's point of view. ["I think the dancing bear is thinking 'I miss my mum'."]
10	Enhanced Learning	Aut	Year 4	**To articulate:** With support and modelling I begin to use adverbials of probability (*definitely, certainly, clearly, obviously, possibly, perhaps, probably, maybe*) to express more complex ideas. **To articulate:** With support and modelling I am able to articulate changes in my views and opinions both during a session and over time (over several linked several sessions or a long enquiry). *P&S Healthy Body, Healthy Mind*	**To enquire:** With support and modelling I can begin to respond to questions with further, deeper or lateral questions. ["Is time infinite? Good question… what do we first need to know?" *"What is time?"* "Yes, good response." *"What is meant by infinite?"* "Also a good idea…"] **To enquire:** With support and modelling there is evidence of a more philosophical approach in my cross curricular speaking and response to learning.	**To listen:** With support and modelling I can quote, paraphrase and cite the views of others. *P&S Myself & Others* **To listen:** With support and modelling I show growing patience and restraint, especially when engaged and wishing to contribute. *P&S Myself & Others; Community Living*	**To imagine**: With support and modelling I can begin to theorise, giving a reason or a possible cause for concepts and phenomena. **To imagine:** With support and modelling I can put myself in another person or character's place and explore their perspective *P&S Myself & Others; Community Living*
11	Deep Learning	Spr	Year 4	**To articulate:** With modelling I begin to use adverbials of probability (*definitely, certainly, clearly, obviously, possibly, perhaps, probably, maybe*) to express more complex ideas. **To articulate:** With modelling I am able to articulate changes in my views and opinions both during a session and over time (over several linked several sessions or a long enquiry), giving reasons why. *P&S Healthy Body, Healthy Mind*	**To enquire:** With modelling I can begin to respond to questions with further, deeper or lateral questions, sometimes using a questioning or thinking prompt. **To enquire:** With modelling there is evidence of a more philosophical approach in my cross curricular speaking and response to learning. [In science Child: "This question's not for now, it's a 'p4c special', but do lions feel guilty for killing?"]	**To listen:** With modelling I can quote, paraphrase and cite the views of others in justification of my own arguments. **To listen:** With modelling I show growing patience and restraint, especially when engaged and wishing to contribute. *P&S Myself & Others; Community Living*	**To imagine**: With modelling I can begin to theorise, giving reasons or possible causes for concepts and phenomena. **To imagine:** With modelling I can put myself in another person or character's place and explore their perspective with examples or illustrations. *P&S Myself & Others; Community Living*
12	Deep Learning	Sum	Year 4	**To articulate:** I begin to use adverbials of probability (*definitely, certainly, clearly, obviously, possibly, perhaps, probably, maybe*) to express more complex ideas. **To articulate:** I independently and confidently articulate changes in my views and opinions both during a session and over time (over several linked several sessions or a long enquiry). ["I didn't even know what the Big Bang was, then when Taylor explained it I believed in it. Last week though we had that talk about what was before the Big Bang and now I'm obsessed with the idea of "something out of nothing".] *P&S Healthy Body, Healthy Mind*	**To enquire:** I can begin to respond to questions with further, deeper or lateral questions, sometimes using a questioning or thinking prompt. ["*Is Stig happy?*" "Wow, good question. What does that make us think of? *"Is anyone happy?"* "Wow – does that lead us anywhere?" *"Is happiness always good?"*"] **To enquire**: In my independent speaking and recording there is evidence of a more philosophical approach, raising questions, questioning facts, changing my mind etc. at a simple level.	**To listen:** I independently quote, paraphrase and cite the views of others in justification of my own arguments. ["Like when Harry said 'a universe inside a universe', he was taking about what was sit…? The multiverse?"" **To listen:** I show a developing level of patience and restraint, especially when engaged and wishing to contribute. *P&S Myself & Others; Community Living*	**To imagine**: I have begun to theorise, independently giving reasons or possible causes for concepts and phenomena. ["We probably need friendship to help us all get on, and maybe to stop us all killing each other. Perhaps it's something we can't control."] **To imagine:** I can empathise with another person or character, exploring their perspective and speculating on their feelings. *P&S Myself & Others; Community Living*

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PHILOSOPHY PHASE 3

Breadth of Learning →

Depth of Learning		Stage of Teaching		to articulate using	to enquire analysing	to listen evaluating	to imagine creating
13	Surface Learning	Aut	Year 5	**To articulate:** With support and modelling I can combine ideas to form theories, explanations or hypotheses (using *if*, *then*, and adverbials of probability, see above). **To articulate:** I can alter my pace, tone and inflection to convey complex ideas simply, so that more people understand me than do not understand me. *P&S Myself & Others*	**To enquire:** With support and modelling I pursue a line of enquiry over several sessions, following the argument and making regular purposeful contributions. **To enquire:** With support and modelling I can use the language of facilitation and explore the role of facilitator. ["That's interesting, tell me more about your theory" – "What do you think Kai?"] *P&S Myself & Others*	**To listen:** With support and modelling I occasionally respond to thought experiments with structured requests for clarifications and modifications. ["How about if the parent is the robot?" "Does that mean he can't remember even 10 seconds ago?" "Didn't you say everything would be black *or* white, not black *and* white?"] **To listen:** With support and modelling I sometimes respond to others' contributions with formal and polite responses. *P&S Myself & Others; Community Living*	**To imagine:** With support and modelling I can begin to combine thought experiments with questions. **To imagine:** With support and modelling I can attempt to describe paradoxes, oxymorons and impossibilities. [Facilitator: "So could a god make a rock he couldn't lift?" Child: "I don't know (discusses for a while) Facilitator: "Does that mean the word *omnipotent* is meaningless?" Child: Well, either you can do *everything* or you can't do everything!" (continues to discuss the possibilities).]
14		Spr		**To articulate:** With modelling I can combine ideas to form more sophisticated theories, explanations or hypotheses (using *if*, *then*, and adverbials of probability, see above). **To articulate:** With modelling I can alter my pace, tone and inflection to convey complex ideas simply, so that more people understand me than do not understand me. *P&S Myself & Others*	**To enquire:** With modelling I pursue a line of enquiry over several sessions, following the argument referring to earlier sessions and making regular purposeful contributions. **To enquire:** With modelling I can use the language of facilitation and explore the role of facilitator. *P&S Myself & Others*	**To listen:** With modelling I respond to thought experiments with structured requests for clarifications and modifications. **To listen:** With modelling I respond to others' contributions with formal and polite responses. *P&S Myself & Others; Community Living*	**To imagine:** With modelling I can begin to combine thought experiments with questions. ["What if it was night all the time – would we have to change the words we use, like sunny mood, or bright idea?"] **To imagine:** With modelling I can attempt to describe paradoxes, oxymorons and impossibilities.
15	Enhanced Learning	Sum		**To articulate:** I sometimes independently combine ideas to form more sophisticated theories, explanations or hypotheses (using *if*, *then*, and adverbials of probability, see above). ["**If** the world was created in 7 days then **perhaps** that explains why we have seven days in a week but, we know that 52 weeks don't fit into a year so **maybe** that's just a made-up number, **possibly** a made up story!"] **To articulate:** I sometimes independently alter my pace, tone and inflection to convey complex ideas simply, so that more people understand me than do not understand me. *P&S Myself & Others*	**To enquire:** With modelling I pursue a line of enquiry over several sessions, following the argument referring to earlier sessions and making regular purposeful contributions. **To enquire:** With modelling I can use the language of facilitation and explore the role of facilitator. *P&S Myself & Others*	**To listen:** I Independently respond to thought experiments with structured requests for clarifications and modifications. **To listen:** I independently respond to others' contributions with formal and polite responses, most of the time. ["Could you repeat that please?" "I don't think I agree with you." "Could you speak up a little please? "Could you repeat the first bit again please?"] *P&S Myself & Others; Community Living*	**To imagine:** I can begin to combine my own thought experiments with my own relevant questions. **To imagine:** I independently attempt to describe paradoxes, oxymorons and impossibilities. ["Nah – time travel can't be possible, too much would change. You'd be able to kill people so they'd never be born. What if you went back and killed your other self? Then you'd never invent the time machine in the first place!"]
16		Aut	Year 6	**To articulate:** With support and modelling I increasingly self-correct and self-clarify, to communicate subtle or complex ideas simply. **To articulate**: With support and modelling there is evidence of the spoken language KS2 curriculum in my speech and communication. (*Rhetorical questions, rhetorical devices, etc. see Spoken Language REAL Curriculum.*)	**To enquire:** With support and modelling I can begin to show doubt and scepticism in everyday assumptions and givens, exploring the language of doubt and certainty *P&S Healthy Body, Healthy Mind* **To enquire:** With support and modelling I can begin to use my history of enquiry at this school as a source of inspiration for questions. ["Over the years we've been all round the houses with 'Life After Death' but we've never asked 'Why do we care?' "]	**To listen:** With support and modelling I show a mature level of patience, restraint and respect when listening to others, especially when highly involved and engaged. ["No, go on, finish what you were saying ..." "Yasmin was before me, actually, she's been waiting."] **To listen:** With support and modelling I praise and congratulate others on (specifically) their philosophical skills and language. *P&S Myself & Others;*	**To imagine:** With support and modelling I can visualise abstract possibilities, expressing them in concepts and word-pictures that others can understand. **To imagine:** With support and modelling I can frame my thought experiments as a story suggesting questions which may arise. ["Once there was a boy who could not taste. He could smell and touch but no taste. Would he understand "sweet?"]
17	Deep Learning	Spr		**To articulate:** With modelling I increasingly self-correct and self-clarify, to communicate subtle or complex ideas simply. ["Say you had a letter-box. I don't mean that, I mean a post-box, and whatever wish you posted through came true. Oh, and only good wishes, no curses ..."] **To articulate**: With modelling there is evidence of the spoken language KS2 curriculum in my speech and communication. ["Animals *feed* their young, animals *protect* their young, animals *grieve* their young, so I say animals have emotions!"] - *Anaphora*	**To enquire:** With modelling I can show doubt and scepticism in everyday assumptions and givens, using the language of doubt and certainty. *P&S Healthy Body, Healthy Mind* **To enquire:** With modelling I can use my history of enquiry at this school as a source of inspiration for questions. ["I know we say the world is an oblate sphere, but – has anybody here seen it? Can anyone prove it to me now?"]	**To listen:** With modelling I show a mature level of patience, restraint and respect when listening to others, especially when highly involved and engaged. ["No, go on, finish what you were saying ..." "Yasmin was before me, actually, she's been waiting."] **To listen:** With modelling I praise and congratulate others on (specifically) their philosophical skills and language. *P&S Myself & Others;*	**To imagine:** With modelling I can visualise abstract possibilities, expressing them in concepts and word-pictures that others can understand. [I reckon the multiverse is like this: Russian dolls, but going on forever, smaller and larger, infinitely."] **To imagine:** With support and modelling I can frame my thought experiments as a story suggesting questions which may arise.
18		Sum		**To articulate:** I independently self-correct and self-clarify, to communicate subtle or complex ideas simply. **To articulate**: I speak in an articulate, structured manner using a range of rhetorical devices, figures of speech and verbal effects to make myself understood and to influence the thinking of my listeners.	**To enquire:** I can independently, confidently, show doubt and scepticism in everyday assumptions and givens, using the language of doubt and certainty. *P&S Healthy Body, Healthy Mind* **To enquire:** I can independently use my history of enquiry at this school as a source of inspiration for questions.	**To listen:** I independently demonstrate a mature level of patience, restraint and respect when listening to others, especially when highly involved and engaged. **To listen:** I independently praise and congratulate others on (specifically) their philosophical skills and language. *P&S Myself & Others;*	**To imagine:** I clearly visualise abstract possibilities, expressing them in concepts and word-pictures that others can understand. **To imagine:** I independently frame my thought experiments as a story suggesting questions which may arise.

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Philosophy Glossary

Abstract (as opposed to *concrete*) The idea or concept of something in general (such as the idea of sport, the concept of education).

Aesthetics the study of the philosophical implications of art.

Assumption an idea or concept taken for granted in discussions (e.g. most of the time we would *assume* we all understand the concept of 'people' although sometimes we may be questioning this very concept.)

Axiology the study of value and worth.

Axiom a statement which is true, or of value; one that seems so true, it need not be argued with.

Challenge to disagree with an idea or theory, or to seek more clarity.

Concrete (as opposed to *abstract)* An example in the real world of an idea or concept, such as actually playing sport, or a real apple rather than the concept of apples.

Empirical provable through evidence.

Epistemology the study of knowledge and what can be known.

Ethics 1 The study of morality 2. The guidelines of a group or community, especially a professional one ("it's against medical *ethics* to date a patient")

Ethos (Greek = 'character') the guiding beliefs of a community.

Given an idea or concept that everybody understands so does not need explaining.

Idea a unique thought or mental image.

Enquiry an organised series of questions and responses.

Law 1 The Law the compulsory rules of a state or government, enforced by penalty and defining crime.

2 law: apparent rules which it seems compulsory to follow *the law of nature; the law of averages*

Logic a branch of philosophy which explores cause and effect and ideas which make sense or are possible.

Metaphysics the study of reality and what might be said to be real.

Morals The personal guidelines of an individual.

Ontology the study of being, what it means to exist, have substance.

Oxymoron paired concepts which seem to contradict each other (paradoxical) yet give rise to subtle meanings and philosophical debate. *Free slavery, gentle violence, cruel kindness, rich poverty, creative curriculum,* etc.

Paradox An idea which seems to contradict itself or be impossible yet may still be true, or shed light on the truth, giving rise to critical thinking and philosophical debate. ("This statement is false" or *The Grandfather Paradox*)

Pathos (Greek = 'suffering') an emotional response to ideas rather than a logical or reasoned one.

Perception the seeing of an idea from you own, or someone else's point of view.

Perspective your personal view of an idea or events, your "point of view" as a thinker.

Proof Evidence which demonstrates that an idea, theory or assertion is **true**.

Stimulus anything which gets you thinking – a poem, photo, painting, question, song …

Theory ideas joined together in a logical way to give an explanation of an event / phenomenon / mystery etc.

Thought experiment a creative idea or metaphor which allows someone to look at things differently ("Imagine if changed all the clocks by one hour – would we lose an hour of real time…?")

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