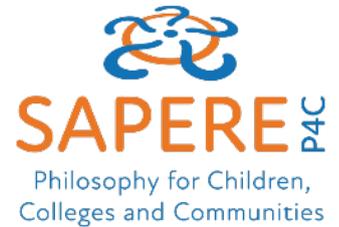




TEMPLETON WORLD
CHARITY FOUNDATION



Thinking Together in Science and RE Project Templeton World Charity Foundation in conjunction with SAPERE P4C

Project Information Sheet

The aim of the project

The project aims to enable year 9 and 10 teachers and students to reveal and explore the philosophical dimensions of RE and science. Students will be taught to generate and examine big questions within each subject, and to enquire into the deep connections between the concepts that underpin these subjects.

SAPERRE will bring together Year 9 and 10 Science and RE teachers in six secondary schools and train them in philosophical facilitation using SAPERE P4C.

The project will aim to develop philosophical teachers as well as philosophical learners. All will develop skills and techniques for philosophical thinking, reasoning and reflection and will enhance their capacities for intellectual curiosity and wonder. An extended programme of regular practice in P4C will enable the students to initiate and enjoy intellectually challenging conversations, to 'think like' theologians and scientists, and to form an ever-deepening understanding of reality.

What is SAPERE and what is Philosophy for Children (P4C)?

SAPERRE is the national charity that supports P4C. Over the last 25 years, we have developed a rigorous and quality-assured set of training courses that support schools to implement and sustain high-quality P4C for the benefit of all their pupils.

SAPERRE P4C is a powerful and well-evidenced pedagogy that has been shown to transform teaching and learning^{1 2} and which provides a means of developing a positive school culture. This structured approach supports children and young people to create and discuss philosophical questions in response to a shared starting point.

In SAPERE P4C, a stimulus, such as a story, video clip or image is shared within a group of students who become a community of philosophical enquiry. Prompted by their thinking about the stimulus, the student community is encouraged by a trained facilitator to generate big and engaging philosophical questions. These philosophical questions are rich in themes and concepts that allow for the exploration of big ideas, and offer scope for enquiry into important issues in life, common to and shared by the young people. The questions raised are conceptual and contestable, concerned with meaning and value, and intended to challenge and extend thinking. There are no clear answers and such questions are open to different views, perspectives and interpretations: the aim is to build deeper understanding and develop more and better questions.

¹ <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children/>

² <https://www.nuffieldfoundation.org/non-cognitive-impacts-philosophy-children>

Students participate in selecting challenging questions for philosophical dialogue. The teacher facilitator gives the young people time to think and reason about the question, before facilitating a dialogue in which ideas and opinions are shared as a group within the community of enquiry. Over time, the teacher supports the students to think more deeply, reasonably and philosophically by encouraging the 4C thinking of P4C – critical, creative, collaborative and caring thinking. The aim is for the questions and the dialogue to grow more philosophical and imaginative as students develop their skills. Through participation in P4C, teachers would expect to find students learning to listen more carefully to each other, employing more advanced critical reasoning techniques and language, generating better arguments, judgements and thought experiments, and forming more supportive and challenging communities of enquiry. It also supports students to become more appreciative, reasonable and considerate towards one another and more personally curious, thoughtful and reflective.

Project activities

The project is designed to run over a three-year period in six secondary schools, working with the science and RE departments in each, bringing them together to train and plan with each other. The intention is that stimuli are selected to encourage cross-curricular thinking and conceptual analysis, and to draw out the ways in which thinking differs in the two subjects, as well as finding areas of commonality. Students will be encouraged to use knowledge from each subject to think about the concepts and questions they are exploring.

The project is structured around our formative *and* summative award programme that supports schools to develop children’s thinking skills and teachers’ facilitation skills. The programme uses our existing (but adapted) courses, and tailored support to build teachers’ confidence in utilising the pedagogy. The three-year plan is an adapted version of our Going for Gold programme, which aims to embed high-quality and sustainable P4C, the first year of which was studied as part of the EEF trial mentioned above.

Outline programme (Sept 2021-July 2022)		
Year 1 activities for schools	Frequency/ number	Detail
Qualitative survey and baseline evidence gathering	TBC	Initial research baselines and data gathering. There will be annual data gathering, plus further research analysis throughout.
Level 1 INSET courses (online)	3 courses	Two-day course that introduces P4C and facilitation (online consists of 3x 4hr modules)
Concept and stimuli planning online twilights (online)	1 per school	Extra planning sessions to support teachers to plan concept-led enquiries across subjects
Support days	6 hours per term per school (divided into 2 hour blocks)	In-school support and development days delivered by trainers, based on needs of teachers or departments; cross-curricular focus
Level 2A course	2 to 3 participants per school	Introduction to P4C leadership (course likely to be online from March 2021)
Online network meetings	1 per term	After-school meetings to support clusters
Webinars	1 per term	Topic-led additional support (for example, facilitation moves, concept stretching or curriculum planning)
Bronze award application	1 per school	Award enables formative self-assessment of current P4C practice and culture, and recognises progress

Year 2 activities for schools	Frequency/ number	Detail
Top-up Level 1 places	2 per school	This will ensure all teachers in both departments are trained
Top-up Level 2A course places	As needed (6 places)	To accommodate additional teachers unable to attend the first course
Support days	1 per term per school	In-school support and development days delivered by trainers, based on needs of teachers/departments; cross-curricular focus
Level 2B course	2 to 3 participants per school	P4C leadership and concept development course
Network meetings 1 per term	1 per term	After-school meetings to support clusters
Webinars 1 per term	1 per term	Topic-led additional support (to be planned to meet needs of schools/teachers – for example: on facilitation moves, concept stretching or curriculum planning)
Year 3 activities for schools	Frequency/ number	Detail
Level 2B top-up places	As needed (6 places)	To accommodate additional teachers unable to attend the first course
Support days	1 per term per school	In-school support and development days delivered by trainers, based on needs of teachers/departments; cross curricular focus
Network meetings	1 per term	After-school meetings to support clusters
Webinars	1 per term	Topic-led additional support (to be planned to meet needs of schools/teachers – for example, facilitation moves, concept stretching or curriculum planning)
Silver award application	1 per school	Award enables formative self-assessment of current P4C practice and culture, and recognises progress

Research

Schools will be asked to administer baseline questionnaires and repeat collection at the end of each year of the project.

The final report will cover:

- methodology of project and data gathering
- data on schools participating
- what SAPERE P4C has learned from the project
- changes students have observed in themselves
- changes teachers have observed in the students
- changes teachers have observed in themselves
- anonymised data on attainment in subjects (if approval can be gained)
- impact of the intervention on pupils' thinking and understanding of the subjects separately and their interrelation

Funding

The funding for this project has been given by the Templeton World Charity Foundation as one of their President's Grants. To find out more about the Templeton World Charity Foundation, visit <https://www.templetonworldcharity.org/>

How to join the project

Schools are asked to contribute £500 per year for three years as part of the programme and to commit to working with Years 9 and 10, as well as administering brief questionnaires with pupils at the start and end of every year. In return, schools will receive training to a minimum value of £10,830.

Schools will be required to fill in a short application form to assess their commitment and eligibility. The [application form](#) can be downloaded from the [SAPERE website](#).