



## Local Heritage Planning – Guidance 7

# Strengthening pupil's SMSC development through local history and heritage studies

### SMSC

Spiritual, Moral, Social and Cultural (SMSC) development can be described as the overarching umbrella that encompasses personal development across the whole curriculum.

Ofsted regards pupils' SMSC development as a central part of what a school is trying to achieve. It is at the heart of all that happens within the curriculum, including the taught curriculum.

Before making the final judgement on overall effectiveness, inspectors will always consider the spiritual, moral, social and cultural development of pupils at the school. For details on what Ofsted means by SMSC, see the latest School Inspection Handbook (from Sept 2023, paragraphs 321-325 inclusive) (<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>)

*'It (SMSC) requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.'*

<https://www.smscqualitymark.org.uk/what-is-smsc/>



Pupils taking part in Remembrance activities and multi-faith commemoration events.



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## How can local history and heritage education help develop and strengthen pupils' SMSC?

Investigate the function and history of civic buildings and sites of cultural significance	Research local significant people and their impact on the community and wider world	Identify changing social, cultural and ethnic influences on local design and architecture	Examine our rights and responsibilities towards the built environment	Explore local places of worship and memorials and consider how they have changed to reflect their community
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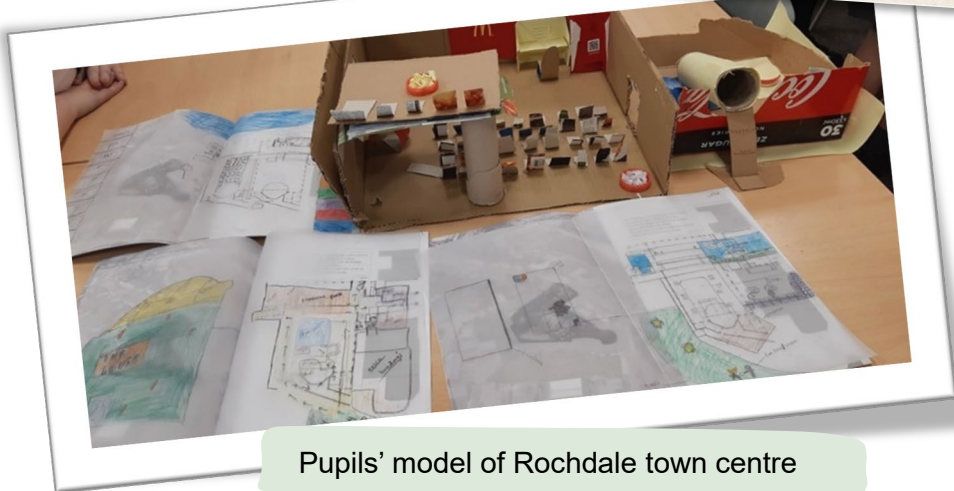


**READ** Guidance 8 **The importance of local history and heritage learning within pupils' cultural learning** to appreciate how local history and heritage learning can together help develop and strengthen cultural education and SMSC

## Suggested Activities

Run a campaign to protect 'Heritage at Risk', Conservation Areas and/or repurpose a disused site e.g., a former chapel

Challenge pupils to redesign local area/repurpose buildings. Adapt [Rochdale Reimagined](#) resources for your local area



Pupils' model of Rochdale town centre



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Take part in Historic England Missing Pieces Project and photograph, sketch or make a model of your favourite listed site and upload it to the National Heritage List for England – [Missing Pieces Teaching Resource](#) , [Missing Pieces film](#), (note: the Missing Pieces Project used to be called Enriching the List – watch this short [film](#) to see how a school got involved)

Do Condition Survey on a local war memorial to mark Remembrance Day  
[Doing a condition survey with your class - Guidance for teachers](#)

Debate changes to the local built environment or 'contested history'

Design a poster to advertise your village/town/area to visitors for display in a community space

Write a speech to campaign for wider recognition of a significant local person e.g. faith leader, reformer, philanthropist

Map key civic buildings and places of worship and/or present a tour of a local building(s) e.g., an I-Spy of different architectural features

Develop a timeline or trail incorporating local people and places and the impact of social, economic, political, cultural and religious developments on the local community. Create a Peace and Social Justice trail like the [Manchester Young People's Peace Trail](#) for your local area

Interview local people about changes in the built environment and capture their stories about key community spaces and events

Write a newspaper report or film a news item about local heritage crime

Research the fallen soldiers on your local war memorial and pay tribute to them on Remembrance Day



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## Resources

Example of cultural influences on place and local heritage:

### Key Stage: 2, 3

[African Lives in Northern England: The stories of people of African descent who have lived and are living in Northern England](#)

Stories of the many men and women of African descent who have visited and lived in villages and towns across the North East of England and Cumbria.

### Key Stage: 2

[How did significant people from Africa contribute to Newcastle and the North East?](#)

This resource has been designed to stir curiosity and a sense of pride in Newcastle's rich and diverse past.

### Key Stage: 3

[How did people from Africa contribute to and enrich Newcastle and the North East?](#)

This resource has been designed to stir curiosity and a sense of pride in Newcastle's rich and diverse past.

### Key Stage: 2

[Why is Hadrian's Wall in Cumbria a significant Roman site?](#)

This resource will help pupils find out about some of the key locations along Hadrian's Wall in Cumbria and the influence the Romans had on the area.

### Key Stage: 3

[What can primary evidence tell us about the significance of Carnival to the Manchester community in the 1970s?](#)

A set of learning resources focusing on different aspects of Black British history in Manchester.

### Key Stage: 1, 2, 3

Stories in Stone - [How do buildings adapt and change over time to reflect our rich and diverse heritage?](#)

Supports the teaching of a local study focusing on the recent history of migration using the development of the industrial city of Bradford.