



# Social, Emotional and Moral Development

Information for anyone who lives and/or works with children and young people.

#TheLink

#PositivemindsPositive Futures

## Age 7 to 8 years

### Developmental tasks

- To develop a sense of accomplishment centred around the ability to learn and apply skills, deal with peers, competition, self control and greater physical strength.
- To develop and test values and beliefs which guide the present and future.

### Indicators Related to Developmental Lag

- Excessive concerns about competition and performance, especially in school;
- Extreme rebellion
- Teasing
- Whining
- Headaches
- Nervous stomach
- Ulcers
- Nervous tics
- Consistent unconcern with completion of tasks
- Overdependence on caregivers for age appropriate tasks
- Social isolation
- Lack of friends and involvements
- Few interest
- Inappropriate relationship with older people
- Stealing
- Pathological lying;
- Bedwetting
- Fire setting.

Normal Characteristics	Suggested behaviour for effective parenting
Drives self until exhausted	Assist the child in changing activity to avoid complete exhaustion; be aware of the child's physical limits
May frequently pout	Be patient. This may be a stage.
May develop nervous habits or assume awkward positions like sitting upside down on the couch or foot tapping	Be patient with annoying habits and don't draw attention to awkwardness.
Likes to be challenged, to work hard and to take time completing tasks	Give challenges appropriate for ability. Allow plenty of time to complete tasks.
Will avoid and withdraw from adults; has a strong emotional response to teacher; may complain that teacher is unfair	Show understanding and concern
Likes more responsibility and independence. <u>Is concerned</u> about doing well.	Assign responsibilities and tasks and praise accomplishments. Help them accept their own performance.
Participates in loosely organised group play	Encourage appropriate social interaction
Concerned with self and others reactions. May fear being late; may have trouble on the playground; gets frustrated and "kids cheating" or "teacher not picking me out".	Help the child evaluate their own perceptions of others behaviours.
May use aggression as a means to solve problems	Try to prevent conflicts before they erupt.
Starts the division of sexes	Encourage non traditional gender based activity
May complain a lot "Nobody likes me" or "I'm going to run away".	Provide reasonable sympathy
May not respond promptly or hear directions; may forget; is easily distracted.	Remind and check as necessary.
May experience guilt and shame.	Acknowledge and support child's standards and discuss the reasonableness of the child's expectations. Encourage the child to be self forgiving. Focus on the worth of an individual rather than on behaviour. Then work on changing the behaviour.

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