



Social, Emotional and Moral Development

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

Age 9 to 10 years

#TheLink

#PositivemindsPositive Futures

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 interests
- Inappropriate relationship with older people
- Stealing
- Pathological lying
- Bedwetting
- Fire setting.

Normal Characteristics	Suggested behaviour for effective parenting
Engages in active rough and tumble play(especially boys); has a great interest in team games.	Provide many opportunities to sustain interest. Include team games.
Girls are beginning to develop faster than boys.	Do not compare boys and girls or force them to interact. Start teaching them about bodily changes. Explain menstruation to both sexes.
Individual differences become more marked	Respect and be aware of individual differences when making assignments and giving responsibilities
Likes to collect things	Help with hobbies
Boys and girls differ in personalities, characteristics and interests; are very group and club orientated but usually with same sex; sometimes silly within group.	Accept the natural separation of boys and girls. Recognise and support the need for acceptance from peer groups.
Boys, especially, begin to test and exercise a great deal of independence	Be warm but firm. Establish reasonable limits
Is most interested in friends and social activities; likes groups adventures and cooperative play	Encourage friendship and help children who may have fewer or no friends.
May have some behaviour problems, especially if not accepted by others.	Let the child know you accept him/her, even though you do not approve of specific behaviours
Is becoming very independent, dependable, and trustworthy	Provide many opportunities for exercising independence and dependability. Praise these characteristics
Is very conscious of fairness; is highly competitive; argues over fairness; has difficulty admitting mistakes but is becoming more capable of accepting failures and mistakes and taking responsibility for them	Be fair in dealings and relationships with children. Provide opportunities for competing, but help children to see that losing is a part of playing. Do not ridicule, but help the child learn to take responsibility for behaviour
Is clearly acquiring a conscience; is aware of right and wrong; wants to do right but sometimes overreacts or rebels against a strict conscience	Express your love and support for the child who falls short of meeting your personal standards of right and wrong.

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