



Social, Emotional and Moral Development

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

#TheLink

#PositivemindsPositive Futures

Age 10 to 11 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 |
|---|--|
| Boys are more active and rough: motor skills are well-developed. | To fine tune manual skills, put in a basketball hoop and/or provide roller blades. |
| Is alert, poised, and concerned with fads; argues logically. | Encourage/teach children to use logic in thinking and problem solving. It is a good time to discuss drug abuse. |
| Not an angry age; anger, when it comes, is violent and immediate; seldom cries but may cry when angry. | Recognize and accept angry feelings, tears of temporary duration, and outbursts. |
| Is affectionate with parents; has great pride in father; finds mother all-important. | spend time with the child. |
| Is highly selective in friendships; may have one best friend; important to be "in" with the gang; may develop hero worship. | Accept a child's need for, and choice of, friends and feeling of being "in". |
| Likes privacy. | Provide personal space. |
| Girls mature faster than boys. | Provide reassurance as needed. |
| Main worry concerns school and peer relationships. | Provide opportunities for appropriate socialisation. |
| Has a strong sense of justice and a strict moral code. | Recognise that the child's sense of justice is limited to own world. Accept rigidity and support the child's concerns about right and wrong. Don't belittle. |
| More concerned with what is wrong than what is right. | Acknowledge injustice. |

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