

Appendix 5

Table of Developmental Needs

Age range	Developmental theme	Psycho-emotional developmental needs (for the child)	Restorative, healing developmental nutrients (for the adult)	Resulting emotional intelligences
In-utero, birth, the perinatal period until 3 months	The Right to Exist (Connectedness)	To feel wanted. To be held, <i>sensitively</i> . To feel safe. To feel <i>seen</i> . To feel affirmed.	Being warmly received. Making our presence known. Saying 'I am here'. Feeling safe with others. Comforting touch, holding and eye contact. Inhabiting our body. Connecting with the Earth.	Trusting in Life. Groundedness. A strong reality principle. A feeling of inter-connectedness with all Life. <i>I am here, I am worthy and I belong.</i>
Birth to 18 months	The Right to Need (Inter-Dependence)	To trust others. To feel secure. To have bodily and emotional needs met promptly. To have needs met on our own terms. To be held and comforted. To have pleasurable nourishment.	Reaching out for help, support, connection. Allowing ourselves to receive. Allowing the expression of grief.	Emotional security. Self-assertion. Ability to tolerate alone-ness. A feeling of Life's abundance. Balance of giving and receiving. Healthy trust and healthy scepticism. Tolerance of delayed gratification. <i>It's okay to have needs.</i>
18 months to 3 years	The Right to Have Support (Autonomy)	To receive support for vulnerability—without demand or expectation. To receive protection in times of fear. To be allowed to learn and grow without pressure—at our own rate, on our own terms. To be shown boundaries without shaming or manipulation. To be <i>heard</i> .	Receiving acceptance for vulnerability. Learning to reach out for—and to accept—support. Learning to accept limitation, and embrace failure. Learning to enjoy instead of trying to impress.	Humility. Honesty and realness, authenticity (instead of seduction and manipulation). Loving and respecting vulnerability, in self and others. Freedom from toxic shame or pride. Trusting essence rather than investing in 'image'. <i>It's okay to be vulnerable.</i>

Appendix 5: Table of Developmental Needs

Age range	Developmental theme	Psycho-emotional developmental needs (for the child)	Restorative, healing developmental nutrients (for the adult)	Resulting emotional intelligences
3–5 years	The Right to Freedom (Spirit/Creativity)	To explore the world. To freely express emotion. To express negativity. To say ‘no’ To say ‘I don’t want.’ To say ‘go away!’ To assert our boundaries. To have space. To be shown interpersonal boundaries without shaming or punishment. To be protected without smothering. To play. To be <i>enjoyed</i> .	To expand outward in creative self-expression. To voice feelings. To assert boundaries. To repel shame and guilt. To separate what is others’ experience from what is our own (healthy differentiation).	Healthy self-containment (instead of suppression). Healthy boundaries: knowing when to say ‘no’. Strong self-assertion without violence. Strong self-expression. Spirit, creativity: a balance between the practical and the aesthetic. True empathy instead of <i>enmeshment</i> or <i>obligation</i> . <i>I am free to be me. I am free to play and create.</i>
5–7 years	The Right to Love (Passion)	To express passion and sensuality. To give and receive affection physically, without invasion, judgement or exploitation. To explore and discover the pleasure of the body. To be free from moralisation or shaming.	To give and receive tenderness. To accept the softer feelings. To honour the body. To honour the right to privacy. To respect and set limits against unwanted intimacy. To give flight to the imagination. To trust feelings, rather than rigid or abstract rules.	Sexuality as an expression of love. Open-heartedness. Open-mindedness. Flexibility of mind. Freedom from conformism. Embracing paradox, nuance and relativity. <i>Pleasure is healthy.</i> <i>Sex is not separate from love.</i>
7–12 years	The Right to Playful Learning (Competence)	To receive instruction without shaming. To receive patient mentorship. Peer-group belonging. Playful learning. To be allowed bodily integrity, privacy.	To learn playfully, without coercion or shaming. Freedom to pursue our interests and affinities. Support to develop competencies without imposed expectations. Bonding with like-minded others.	Competence. The courage to try new things. The ability to focus attention on a task. Acceptance of failure. Persistence. <i>Learning is exciting.</i> <i>I can be good at some things, and not so good at other things. Both are okay.</i> <i>I am a valued friend.</i>

Appendix 5: Table of Developmental Needs

Age range	Developmental theme	Psycho-emotional developmental needs (for the child)	Restorative, healing developmental nutrients (for the adult)	Resulting emotional intelligences
12 to early 20s	The Right to an Opinion The Right to a Vocation The Right to Sexual Autonomy	To form and voice opinions. To enjoy social-group identity and belonging. To receive support for pursuing our passion(s). To receive vocational mentorship and opportunity. Freedom of sexual expression and discovery. Questioning authority. Questioning culture.	Joining a 'shared-values' tribe. Following our bliss. Vocational development and enhancement. Flow-state immersion. Expressing and sharing our unique gifts. Respectful exploration of our sexual identity and desire. Learning about love and ecstatic sexuality. Voicing our opinions, learning to listen to and respect those of others. Contributing to community. Connecting to something greater than ourselves.	Heart-centred sexuality. Vocational fulfilment. Self-motivation. Self-responsibility. A sense of our place in the world. A sense of our value. Social and political awareness, and a commitment to democratic engagement. Healthy scepticism and self-assurance. <i>My voice is important.</i> <i>I have unique gifts to share.</i> <i>I can take responsibility for my actions and for my destiny.</i> <i>I am connected to a larger world, and I have a role to play in it.</i>