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In their seminal book, Constructing and Reconstructing Childhood, James and Prout (1990, p. 8) state:

“ Childhood, as distinct from biological immaturity, is neither a natural nor a universal feature of human groups but appears as a specific structural and cultural component of many societies. ”

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This chapter is concerned with exploring the ways in which ideas of ' childhood ' and the ' child ' are represented in the educational policies for children aged three to six years old, introduced in England in 1999, as an example of the ongoing construction and reconstruction of English childhood (James and Prout, 1997).

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