# Contents

1. **Introduction**
   1.1 Why read this book
   1.2 Bronfenbrenner’s socio-ecological model
   1.3 Piaget and Vygotsky
   1.4 How does society influence children’s development?  

2. **The family**
   2.1 What is a family?
   2.2 Seeing the things we do for love as a script to be followed
   2.3 How have relationships changed?
   2.4 Does reflexivity mean that we project manage our own lives?
   2.5 How discourse makes us believe the way families behave is natural
   2.6 How does discourse have power?
   2.7 How state governance draws upon discourse
   2.8 How might you use this chapter?

3. **Parenting and failing families**
   3.1 How does the state regulate families?
   3.2 Is it the case that what parents do is more important than who parents are?
   3.3 Does social class influence parenting?
   3.4 Should the state help parents?
   3.5 What do we mean by failing or troubled families?
   3.6 Can failing families be seen as part of an underclass?
   3.7 Murray and the start of concerns
   3.8 Being critical and using this chapter

4. **The state**
   4.1 Why is the state relevant to studying children and families?
   4.2 Can the state do things that individuals cannot?
   4.3 How values shape what the state does
   4.4 What do we mean by the state?
   4.5 How the state can regulate the context of your life
   4.6 Should we give up personal freedoms and let the state have more power?
   4.7 Considering the power of the state
   4.8 Rights, and some arguments for restricting or removing them
   4.9 Removing rights because of who, or what, you are
   4.10 Democracy and populism
   4.11 Making use of this chapter in an assignment
Children, Family and the State

5   The relevance of political ideologies  79
5.1 What do we mean by political ideologies?  79
5.2 Making sense of Left and Right in politics  81
5.3 Neoliberalism: individuals, free markets and inequality  84
5.4 Neoconservatism: morals, culture wars and nationalism  89
5.5 Social democracy: equal opportunities, social inclusion and the Third Way  93
5.6 Communitarianism  96
5.7 Social and cultural capital  98
5.8 What you can do with this chapter to make your assignments stronger  102

6 Welfare, policy and the family  107
6.1 How is ideology put into practice?  107
6.2 How does ideology underpin welfare?  110
6.3 How have ideas about the family shaped welfare services?  111
6.4 Deserving, undeserving and the problem of need  114
6.5 How can we ensure that welfare only goes to the deserving?  116
6.6 How the state shapes family life  118
6.7 So what?  119

7 Wellbeing  123
7.1 What do we mean by wellbeing?  123
7.2 Does wellbeing represent individualisation?  125
7.3 Inequality and wellbeing  127
7.4 The key ideas that really should be in an essay  129

8 Vulnerable children  131
8.1 A discourse of children as naturally vulnerable  131
8.2 Policy and need  133
8.3 What is the social context of vulnerability?  134
8.4 What might you use in an essay out of this chapter?  136

9 Resilience  139
9.1 Why is resilience important?  139
9.2 What do we mean by resilience?  140
9.3 Can parents help to develop resilience?  142
9.4 Why we need adversity  142
9.5 What can I do with this?  144

10 Risk  147
10.1 Children, risk and resilience  147
10.2 The move towards individual responsibility, reflexivity and choice  151
10.3 Are we protecting children when we remove all risks?  153
10.4 Where do I fit this in?  155
# Contents

## 11 Safeguarding

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 How culture and values define a child in need and a child being harmed</td>
<td>157</td>
</tr>
<tr>
<td>11.2 Should we keep all children and young people safe?</td>
<td>161</td>
</tr>
<tr>
<td>11.3 Sex, technology and risk</td>
<td>162</td>
</tr>
<tr>
<td>11.4 The social and political context</td>
<td>165</td>
</tr>
<tr>
<td>11.5 Making use of this in assignments</td>
<td>168</td>
</tr>
</tbody>
</table>

## 12 Life-chances, inequalities and social mobility

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 How life-chances explain social inequalities</td>
<td>171</td>
</tr>
<tr>
<td>12.2 How life-choices explain social inequalities</td>
<td>173</td>
</tr>
<tr>
<td>12.3 What social inequalities, and what is wrong with inequality?</td>
<td>175</td>
</tr>
<tr>
<td>12.4 What can the state do about inequalities?</td>
<td>178</td>
</tr>
<tr>
<td>12.5 Why is in-work poverty important?</td>
<td>181</td>
</tr>
<tr>
<td>12.6 Why housing matters to children</td>
<td>185</td>
</tr>
<tr>
<td>12.7 Is social mobility important for children?</td>
<td>190</td>
</tr>
<tr>
<td>12.8 Using this chapter</td>
<td>194</td>
</tr>
</tbody>
</table>

## 13 What, there's no conclusion?

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 So what?</td>
<td>199</td>
</tr>
</tbody>
</table>

References 201

Index 221