

Abstract

The dissertation is focused on the issue of defining religion within the context of teaching the *Basics of Civics and Social Sciences* curriculum in secondary schools (grammar schools). The aim is to answer the question of how to approach the teaching of this complex subject in secondary education. The first part of the thesis addresses the problem of defining religion through the lens of the dichotomy between *substantivism* and *functionalism*, as articulated by William E. Arnal. This dichotomy is further employed to analyse secondary school textbooks on philosophy and religious studies as well as other selected materials. The subsequent part is devoted to an analysis of the *Framework Educational Program for Secondary General Education* and other curricular documents, broader reflections on the purpose of education and the postmodern educational paradigm. Based on this analysis, more specific educational objectives for teaching the definition of religion in secondary schools are formulated by defining three didactic imperatives: *problematization*, *plurality*, and *resonance*. The final part of the thesis proposes an approach to teaching the definition of religion in secondary schools which draws on the perspectives discussed in the preceding chapters, pedagogical constructivism, critical pedagogy, and philosophical concepts of Ludwig Wittgenstein. This approach is also illustrated in a proposed textbook chapter and several model lessons focused on this topic. In addition to these conclusions, the dissertation should also serve as a reflection on the challenges of teaching more complex concepts in the sphere of secondary education.