



ULSTER
Rugby

Women and Girls'
Pathway
Curriculum Introduction
2026

Housekeeping

Recording the presentation!

Put you microphone on mute!

We will take a register!

QUESTIONS?

Ulster W+Gs PATHWAY CURRICULUM

Content:

AIMS

Technical:

CORE 4

Tactical:

Attack and Defence

Level 1

Level 2

Level 3

Coaching

Ulster W+Gs PATHWAY CURRICULUM

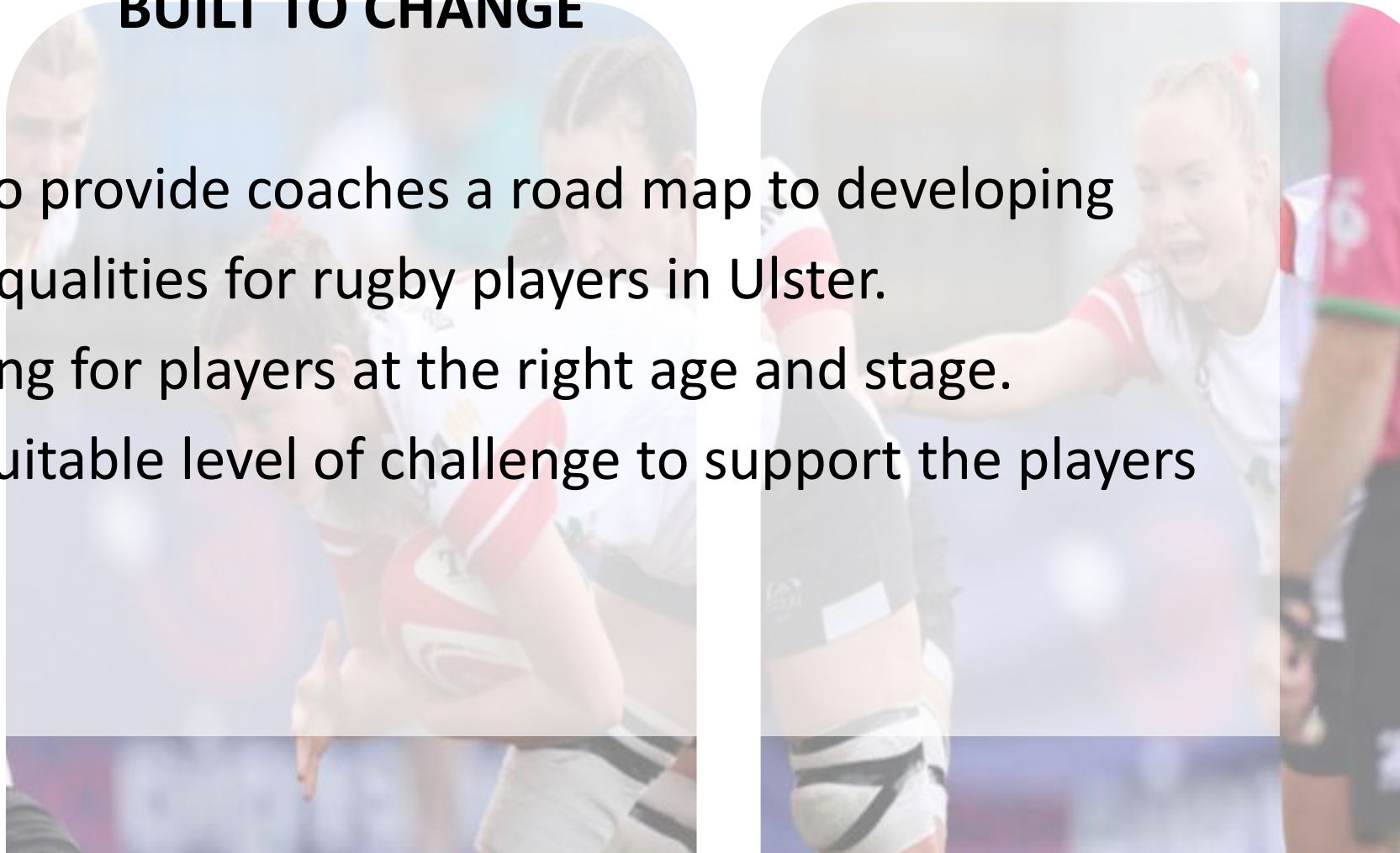
BUILT TO CHANGE

Aims:

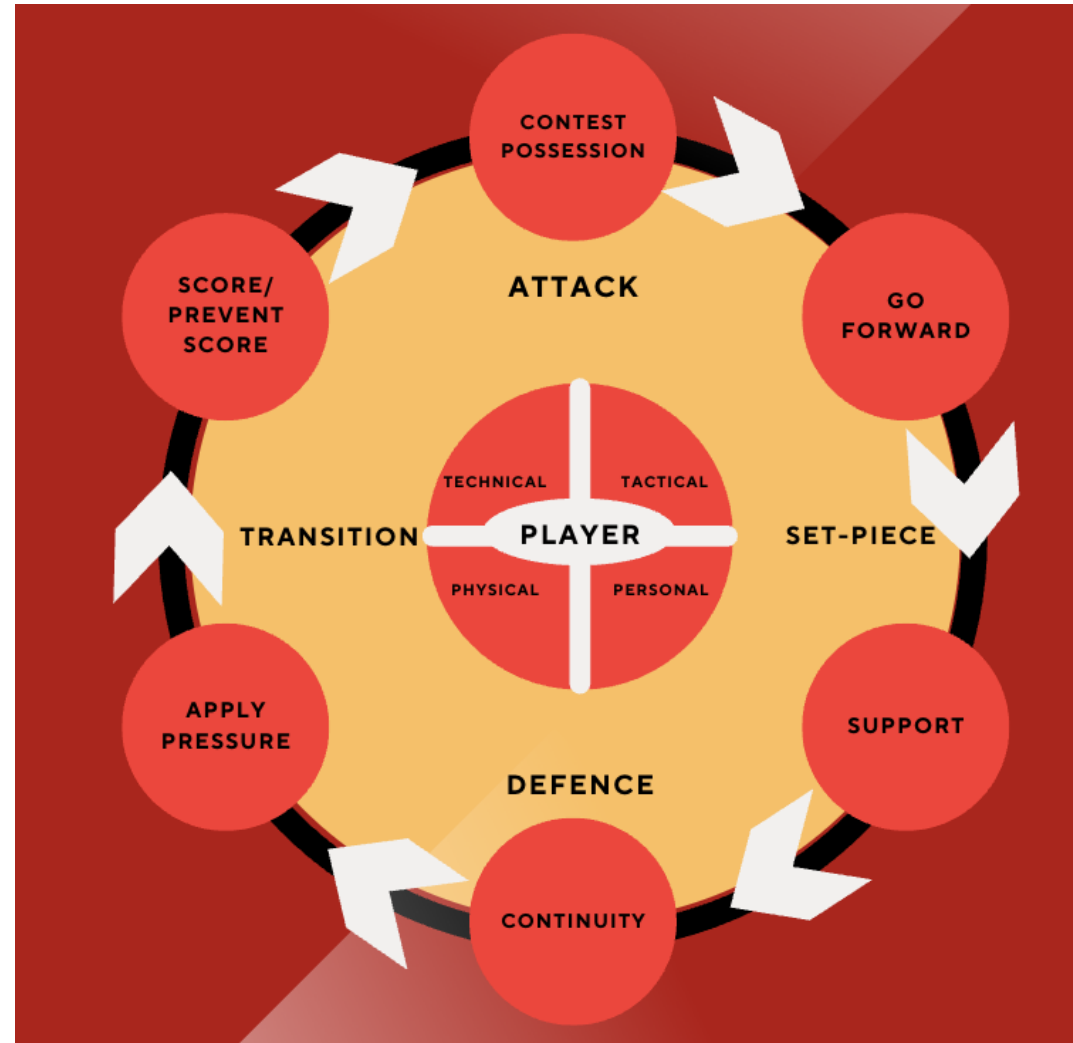
The curriculum aims to provide coaches a road map to developing Technical and tactical qualities for rugby players in Ulster.

It is to layer the learning for players at the right age and stage.

This will provide the suitable level of challenge to support the players development.



PRINCIPLES OF PLAY



CORE 4

WHAT IS TACTICALLY DESIRABLE MUST BE TECHNICALLY POSSIBLE!!!!

Ball Transfer- Variety of passes and offload

Ball Carry- Evasion and Presentation

Tackle Entry- Variety of tackles

Breakdown- Attack and Defence



COLLECTIVE ATTACK AND DEFENCE



START WITH THE END IN MIND

SIMPLIFY THE COMPLEXITY



TRANSITION

- Scan- SPACING AND CONNECTION OF OPPOSITION
- Work hard for 3 seconds- TO RESET AS A TEAM
- Find best space/ to fill space

SEASON PLAN

Session	Attack Focus	Defence Focus
1	Play off 1st Receiver (2-pass rule)	Fill the Space – scanning & alignment
2	Race to Space (tempo & organisation)	Linespeed – step forward on ball lift
3	Stay Alive & Thrive (support & offload)	Reset – reload into D line
4	Maintain Possession (tackle/ruck quality)	Connected spacing – work in 3s
5	Game 1: Test principles under pressure	
6	Unders/Overs – attacking lines	Ruck Defence – stop 9 threat
7	Core 4 contact skills → keep ball alive	Breakdown contest basics
8	Set Plays – simple launch to space	Edge defence – connected movement
9	Integration of all attack principles	Integration of all defence principles
10	Game 2: Full consolidation	

COACHING

Coaching Rugby: **PLAY**

PLAY is designed to support our coaches to create environments that allow all players to explore, learn and develop through game-based activity. Focusing on the coach's role to guide, challenge and support learning based on the needs of the player.

- **Person**
Coach the person, not the sport
- **Learning**
Create the environment
- **Activity**
Coach through the game
- **You**
Skills and behaviours



For more info, visit:
UlsterRugby.com
/Coaching

Playground

Muck Around ✓ Express themselves ✓ Enjoyment ✓ No coaching	Beyond the Gates ✓ Don't stop at the pitch ✓ Set challenges ✓ Prime & extend ✓ Use technology
Big Game ✓ Looks like the game ✓ Multiple skills ✓ Lots of transition ✓ Manipulate conditions	Wee Games ✓ Skills within context of game ✓ Fast paced & dynamic ✓ Lots of touches
Skills Zones ✓ Isolated skills in safe space ✓ Varied pressure ✓ Short & sweet ✓ Small coaching points ✓ Repetition	Nerd Alert ✓ Game understanding ✓ Opportunities to be creative ✓ Problem solving ✓ Mistakes evident

Plan-Do-Review

- ✓ Player is the star
- ✓ Mostly games
- ✓ Good fun
- ✓ Tactical genius
- ✓ Connections

Learning Principles

1. Stretch & Challenge
2. Risk Taking
3. Shared Language
4. Problem Solving

Coaching Superpowers


Noticing


Pause


Replay


2nd Ball


Freeze


Reflection


Scoring System


Analogies


Challenges


Feedback


Co-coaching


Peer-to-peer


Practising


Old way/new way


Questioning

What Training Must Give Us

**Practice core skills
relevant to the game,
safely enough to repeat
every week**

**Practice application
within a rugby context
to sharpen decision
making over time**

**Discover where
weaknesses lie across
both to focus training**

Activity Development

Opponents present	Yes/No
Decision Making	Yes/No
Similar Constraints	Yes/No
Scoring	Yes/No
Consequences	Yes/No

1. Is the task goal:

- Specific enough for its intended outcome to be measured?
- Similar to the type of goal required to be executed by players in a game?

2.Does the task encourage variation within the same skill being executed (e.g.Pop pass, flat pass, spin pass.)?

- Appropriate to the task goal?
- Similar to what is expected during games?

3.Does the task encourage decision making?

- Appropriate to the task goal?
- Similar to what is expected during a game?

Krause, L., Farrow, D., Reid, M., Buszard, T., & Pinder, R. (2018). Helping coaches apply the principles of representative learning design: validation of a tennis specific practice assessment tool. Journal of sports sciences, 36(11), 1277-1286.

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High Level of
Representation

https://x.com/Mr_Tennis_Coach?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

Low Level of
Representation

CURRICULUM LEVEL 1 WSHOP



Time	Activity	Focus	Coaches	Equipment	Notes
(10)	Indoor presentation	Aims of the program, Curriculum overview		Projector	
20	Attack POFR: Ball Transfer	• Play off first receiver Game • 2v1s • 3v2s • Play off first receiver Game	Lead LT Assist MH	BALLS,BIBS,CONES	Overload the attack Play the same way Scanning for the best space Variety passes
20	Attack SAAT: Ball Carry	• Offload touch • Evasion, 1v1 feed and beat • Offload touch	Lead MH		Spaces not faces 2 secs to keep running, square up.
15	Attack SAAT: Breakdown	• 1st offload, 2nd lift it, 3rd breakdown • Presentation in pairs • Blast and seal • Presentation touch Game	Lead LT		speed to set, maintain possession, body height
10	Attack Race to space:	• Middle, snap or flash?	Lead MH		10 minimum attackers and minimum 4 defenders • Attack the best space
20	Defence: Fill the space Defence linespeed:	• Chain tig • High five touch (Game) • Stop the third (game)	Lead LT		• Chains of three, • spacing, • identifying threats
15	Defence Reset	• Step over defence • Zone touch	Lead MH		• Put it all together • Repeat efforts



Women and Girls' Pathway

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