The purpose of this study was about the primary school curriculum in Rwanda. The main purpose was to explore the challenges of curriculum implementation in primary schools of Rulindo District in Rwanda. The followings were the objectives: to explore whether primary school teachers implement effectively official curriculum in a classroom experience, to explore the impact of monetary incentives on teachers’ performance in curriculum implementation, to analyze the impact of medium of instruction on curriculum implementation and to explore the impact of availability of teaching and learning resources on curriculum implementation in primary schools. In the study, the target population consisted of all primary school teachers of Rulindo District of Rwanda. The sample size consisted of 100 primary teachers of Rulindo District who were related by systematic sampling. The researcher applied both qualitative and quantitative designs in administering research instruments. Data obtained from the primary school teachers revealed that the teachers do not implement effectively the official curriculum. The challenges area that primary school teachers face during curriculum implementation were as follows lack of motivation due to low salary scale, Language barrier, limited teaching and learning resources. Results showed that impacts of these challenges experienced by primary school teachers significantly affect curriculum implementation and quality of Education. The following recommendations were to be considered: Teachers should be provided with regular seminars and workshops concerning curriculum implementation. Teachers should be given incentives, such as salary, top ups, as motivation to do their work, and hence implement the curriculum. The curriculum, besides the English translation should be translated in Runyarwanda and French. Teaching and learning resources should be available in order to effectively implement the curriculum in primary schools. Courses in English language skills should be made compulsory for all primary school teachers of francophone origin in Rwanda.